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ABSTRACT

In recognition of the trend toward functional illiteracy, this study developed and evaluated a criterion-referenced functional literacy test for use in diagnosis and evaluation of Miami-Dade Community College English students. The instrument was pilot-tested on 135 composition students in the fall of 1976, then revised after item analysis and administered to 239 students in eighteen English composition classes in the winter term, 1977. Students also responded to the Nelson-Denny Reading Test (Form C). Subsequent scores were compared with the functional literacy scores and English course grades, using Pearson's r correlation coefficient. Results showed a correlation of 0.6045 between the functional literacy test scores and the Nelson-Denny, and a 0.4367 with course grades. Each of these correlations were higher than that between the Nelson-Denny and grades (0.4237). The test items represent reading skills required in daily life, such as telephone listings, thus demonstrating the value of reading. The study points to the need for real-life skills development and competency-based education. The original and revised versions of the instrument are appended. (RT)

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The Development of a Criterion-Referenced Functional Literacy Test For Miami-Dade Students

LOUISE NOAH SKELLINGS

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1977

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Louise Skellings

Miami, Florida
April, 1977

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Abstract of a Major Applied Research Project Presented to Nova
University in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

THE DEVELOPMENT OF A CRITERION-REFERENCED FUNCTIONAL LITERACY TEST FOR MIAMI-DADE STUDENTS

By

Louise Noah Skellings

May, 1977

Although there is doubt about the seriousness of a decline in literacy in terms of standardized test scores, there is a serious problem in the area of functional literacy. National studies show that large numbers of adults are unable to cope with reading and writing required in daily life. Considering the make-up of the student body at Miami-Dade and the trends in that population, functional literacy is also a problem for these students and is likely to increase. The philosophy of the college requires that these students receive whatever assistance is necessary. The purpose of this Major Applied Research Project was to develop and evaluate a criterion-referenced functional literacy test to use in diagnosing and evaluating the functional literacy of Miami-Dade students.

The development of the test included writing objectives, examining other tests, finding appropriate content material, constructing test items, and assembling the test instrument. The instrument was pilot-tested in the fall term, 1976, on a sample group of 135 students in five composition classes. Test score analysis, sample group responses to validation questions, and comments of English and reading faculty and testing personnel were used to revise the test.

The revised test was given to eighteen ENG 120 sequences selected to represent major time blocks in the winter term, 1977. These students were also given the Nelson-Denny (Form C) Reading Test. The scores on the functional literacy test were compared with the scores on the Nelson-Denny and with English composition (ENG 120) course grades for the winter term using the Pearson r for Product-Moment Correlation Coefficient. A total of 239 students (18 percent of the population) took both tests and completed ENG 120.

The results of the study indicated a reading grade level range, on the Nelson-Denny Reading Test (Form C), of Miami-Dade students, from below sixth grade (6.2 percent of students tested) to above fifteenth grade (13.5 percent of students tested). The average reading grade level was 12.5 with 25 percent of the students tested below ninth grade reading level. On the criterion-reference functional literacy test developed for this study 131 students scored above the criterion for functional literacy, 74 students scored in the range of marginal functional literacy, and 79 students were functionally illiterate according to the established criteria. The

correlation coefficient between scores on the functional literacy test and scores on the Nelson-Denny Reading Test (0.6045) was higher than that for the functional literacy test scores and the course grades in ENG 120 (0.4367), which, in turn, was higher than that for the scores on the Nelson-Denny and the ENG 120 grades (0.4237).

The results and recommendations of this study were given to the English faculty and the General Education Committee. The functional literacy test developed for this study was made available for English classes. This study provides a means of diagnosing and evaluating functional literacy and the basis for development of individualized modules for teaching functional literacy skills.

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CHAPTER 1

INTRODUCTION

STATEMENT OF THE PROBLEM

In recent years the media have frequently repeated such phrases as "decline in reading and writing ability," "the new illiteracy" (Newsweek, December 8, 1975), and "a literacy breakdown"(Shapiro, 1975). By whatever name, the "literacy crisis" may mean anything from Jean Stafford's (1973:148) concern over misuse of the words "relevant," "relate," and "ethnic," to the inability of thirteen percent of American adults to read and fill out common application forms correctly (Harris Survey, 1970).

However the problem with literacy is defined, it has created multiple problems for English teachers at all levels. In addition to the actual literacy problems of students in classrooms, the English teachers must now cope with the accusing focus of public attention in this area. Reports of lower scores on standardized reading tests have caused the public, the legislators, and many educators (especially in other disciplines, but among some English teachers as well), to call for more emphasis on basic skills.

The public tends to think that teaching the "Three R's" is the primary function of tax-supported education. Because of this, the public is naturally alarmed over headlines that say Johnnie can't read or write. Parents and taxpayers are ready to demand a return to basic grammar drills, memories of what they learned in school, in fact, anything that might remotely be thought to return students to the ability level they presumably had before the decline.

On the other hand, as Farrell (1977) reports, some people are arguing that reading and writing do not need to be stressed so much in school now because they are not as important in life as they once were. Marshall McLuhan (1969) has described Western culture as post-literate, suggesting that electronic media have caused print to lose its monopoly as a channel of information. A number of prominant English educators, including Lloyd-Jones (1976), McPherson (1975), Trittschuh (1975), and Winterowd (1975), have stated in varying ways that the printed word is not as important as it was before the telephone surpassed the U. S. mail and the television became a primary source of information and entertainment.

Sawyer (1977:48) suggests that those who see reading and writing as less important are probably talking about "*belles-lettres*, the essays describing personal experiences and reactions, the responses to and analyses of literature that are frequently assigned in Freshman Composition courses." Sawyer, however, feels that there is more need than ever for practical reading and writing. As evidence, he gives these advantages of print for practical communication: People read twice as fast as they speak so more information can be conveyed in less time; when information is on paper, it can be re-read as often as necessary; and print can reach more people than a telephone. The increasing proliferation of forms to be read and filled out also supports the need for a more functional type of literacy.

A recent article in *The Miami Herald* (April 1, 1977: 16-A) reports on the latest study by the National Assessment of Educational Progress by saying, "The study was released against a background of growing concern about the ability of high school graduates to get along in the adult world." According to the article, Don Phillips, a National Assessment analyst, said that seventeen-year-olds have trouble applying basic skills and do not do well on problems that require more than one step.

The concern with functional literacy is shared by Ohmann (1976:4) who sees the much publicized "decline in literacy" as a fiction, if not an outright hoax. He writes:

> Meanwhile, there is a very different fight over literacy that deserves to be engaged. More worthy of concern than the supposed inarticulateness of Yale and Berkeley freshman are the results emerging from the studies at the University of Texas of functional literacy, of the verbal abilities needed to get along minimally in our society. According to these studies, one American adult in five is functionally illiterate.

The functional literacy problem is real at Miami-Dade Community College, North Campus, where the following situations have been observed by faculty and staff members:

Joanna Herrig (1976), Director of Counseling and Testing, requested that English teachers help students register during composition classes because so many students cannot follow the registration directions. Faculty from other departments have said that they no longer give assignments which require writing because they cannot read what the students write. Students have been unable to use the library's card catalogue because they do not know the alphabet. Students wait hours for the bus because they cannot read the bus schedule. Worst of all, after sixty hours of college credit, many students still cannot follow the directions on the graduation application, according to the graduation director's office. At least one student has graduated from both

Miami-Dade and Florida International University with honors, although he does not have a checking account because he cannot make out a check and he always calls information for numbers because he cannot spell well enough to look them up in the telephone directory.

To complicate the functional literacy problem at Miami-Dade, there has been no way of diagnosing or assessing it except by such casual observations as those mentioned above. Testing has been a major part of the literacy problem as it is reported in the media, because reporters are likely to say that fifty percent of the students tested are reading below average, and the public is not likely to realize that, by the very nature of a standardized test, fifty percent must read below average. They do not mention the fifty percent that read above average.

In any case, most of the standardized tests are not intended to measure functional literacy, but academic literacy or, in some cases, intelligence. The tests which are meant to measure functional literacy are, fortunately, more likely to be criterion-referenced. However, most of these tests have been developed for grade school students or working class adults. Apparently it has been assumed that college students would be one of the most literate groups in society and would have no need for diagnosis of difficulties with functional literacy. Such an assumption cannot be made at Miami-Dade, an open admissions college with a large population of academically and culturally disadvantaged students.

Nafziger and others (1975) discuss the need for instruments that measure functional literacy in the introduction to their evaluation of currently available adult functional literacy tests. Hodgkinson (1975) also sees a need for formative diagnostic advice, "information that tells if the learner is 'real world' competent."

In addition to the need for functional literacy tests, in general, there is a particular need for such tests for use with college students. Further, Walter R. Hill suggests, in "Reading Testing for Reading Evaluation" (Blanton, ed., 1974) that local programs require locally referenced assessment for a good criterion-referenced test. Brady (1977:5) also decries the attempt to increase sales with tests which "may have been written to apply broadly to a large population but lack the kind of fine-grained structure pertinent to a particular instructional program."

Functional illiteracy is a national problem according to studies by Harris (1970, 1974) and Northcutt (1975). From informal observation, it would seem to be a problem among Miami-Dade Community College students as well. The problem is increased by lack of a criterion-referenced functional literacy test for college students or, more particularly, for Miami-Dade students.

THE PURPOSE OF THE STUDY

The purpose of this study was to approach the problems discussed in the Introduction, first, by developing a criterion-referenced functional literacy test for Miami-Dade students; second, by assessing the reliability and validity of the instrument developed; and third, by determining the correlations between student scores on the functional literacy test and course grades and scores on a standardized reading test. Both the original and the revised versions of the test are included in the study.

Specifically, the following questions were addressed by the study:

1. What is the reading level average and range of Miami-Dade

students as measured by a standardized reading test?

2. How will Miami-Dade students score on a criterion-referenced functional literacy test?
3. What will be the relationship between student scores on a functional literacy test and their grades in composition courses?
4. What will be the relationship between student scores on a functional literacy test and their scores on a standardized reading test?

DEFINITION OF TERMS

For the convenience of the reader, the following definitions of terms are presented.

Competence What the student is able to think, feel, or do as a result of learning. "A combination of knowledge, skills, and attitudes in a number of areas useful to the performance of important occupational, professional, and social roles." (O'Connell, 1975)

End Competency This term describes the competence that a student should have at the end of the course, unit, module, or other learning experience.

Criterion-referenced A test that is criterion-referenced is scored according to student performance of a predetermined mastery level, as opposed to a norm-referenced test in which scoring is based upon the group on which the test was standardized.

Functional Illiteracy The inability to read or write well enough to function in society or in one's job.

Functional Literacy The ability to read and write well enough to function adequately in society and in one's job. This includes interpretation of material read and appropriate responses to what is read. This term is more practical than literacy alone because it suggests specific competencies. Functional literacy will vary according to individuals, cultures, and time.

Illiteracy Inability to read and write.

Literacy This study will discuss several different definitions of literacy. The most commonly accepted definition is "the ability to read and write." However, this definition does not include any performance criteria and is, therefore, difficult to apply.

Norm-referenced A test that is norm-referenced is used to determine how a given student or group of students compares with the group whose scores are used as the norm.

Reading Level This term will refer to a grade level of reading as determined by a standardized norm-referenced reading test.

Reading Level Range The span from the lowest score to the highest score in the population tested.

Standardized A test that is standardized is one for which expected standards of performance have been established by administering the test to a selected group of students, according to age or grade, for example, and determining the standard of that group.

SPECIAL STATEMENTS

This section considers limitations of the study, along with basic assumptions which have shaped the development and evaluation of the functional literacy test.

Limitations

1. The best functional literacy test might be to put the student in real life situations with an objective and invisible observer. Given the rather obvious difficulties of such a method, a one-to-one situation with as much response from the subject as he or she might make in a real situation and using real life materials would be desirable. This method was used by the Adult Performance Level national survey of adult functional competency in the United States. However, such a procedure is not feasible (in terms of time or money) for assessing large numbers of students at a community college. Therefore, the unreality of the test situation (i.e., sitting at a desk with a test booklet, as opposed to walking through a department store reading labels, signs, credit forms, etc.) is an unavoidable limitation of this study.
2. The practical amount of time available for Miami-Dade students to take a test in class is less than fifty minutes, as fifty minutes is the minimum length of a class period and time must be allowed for distributing and collecting the tests. This places a limit on the number and type of items which can be used on a test. Since the test will be criterion-referenced, it is not timed. It is important for students to have as much time as they need, which limits the time and scope of the test even more.

3. Lichtman makes an argument for recorded verbal directions and questions, so that the reading required on a functional literacy test is strictly that found in real life situations (1972:7). However, in a later study, Lichtman found no significant difference between scores of students given taped directions and questions and those given printed instructions (1975:3). This writer would argue that directions and questions are part of the reading material of everyday life, especially for college students. Whatever the merits of verbal directions or recorded questions, the advantages of printed instructions are greater when administering the test to many classes of thirty-five students each. Recorded instructions would be too complex and expensive if each student had his or her own tape recorder as Lichtman recommends. If one recorder were used for the whole class, timing could create serious problems, as the quicker students would get bored and the slower students would feel the pressure to hurry.
4. The test was validated and used initially only on students in ENG 120 classes. This is the standard freshman English course required for most majors and for graduation from Miami-Dade and for transfer to the state universities. Students in these classes are representative of Miami-Dade students in general since there is at present no tracking or assessment system which would automatically separate students on any basis for different classes. The major alternative to ENG 120 is APC 160 (Applied Communication) which is recommended for students in some two-year vocational programs. For the sake of simplicity and because APC 160 tends to be more related to real life problems and specific vocational

preparation than ENG 120 is, APC 160 classes were not used in the sample.

5. The test contains materials determined to be most vital to functioning in society. However, many important materials were not included due to time constraints and similarity of skills required to respond to a variety of materials. For example, ability to follow one set of directions implies ability to follow a different set of directions if the reading and interpretation skills are similar.

6. Although listening and possibly many other types of communication skills may be more important for functioning in society, this study makes no attempt to measure anything except limited functional literacy skills. This test includes only reading of common printed material, and some measure of functional writing in terms of selecting the correct response for completing forms, required of every adult citizen for adequate functioning in society.

Basic Assumptions

1. The majority of Miami-Dade students are functionally literate in terms of reading and writing required in daily life. This assumption is made because they are in college and have had to read instructions and fill out forms in order to register. On the other hand, students may be aware of certain types of responses which are frequently required in the school system without having experience with literacy skills necessary in

other areas of survival. It is also true that many students have serious difficulties with the registration procedures, according to J. Herrig, Director of Counseling and Testing at Miami-Dade (1976). Therefore, although the majority are assumed to be functionally literate, it is also assumed that a sizeable number of students are not able to function easily with tasks that require literacy.

2. English composition courses are an appropriate place to give a functional literacy test and compare scores with course grades. This assumption is made because students, faculty in other departments, and the general public expect teachers of English courses (especially ENG 120) to work on reading and writing skills. This expectation of English courses is documented in the Review of the Literature.

3. Basic literacy skills are of primary importance because they are necessary for adequate functioning in society. A minimal level of functional literacy is every human's right. This assumption is based on the assertions about rights which are made in the Constitution. This culture places a great emphasis on education (as most often measured in terms of literacy) and presents the individual with a large array of situations that obviously require reading and writing.

ORGANIZATION OF THE STUDY

Chapter 1 states the nature of the problem dealt with in this study, describes the purpose of the study, and provides definitions of related terms and limitations and assumptions of the study, as well as the organization of the study.

Chapter 2 reviews relevant literature in the following areas: The Literacy Crisis, Definitions of Literacy, Tests of Functional Literacy, The Literacy Crisis Among College Students, the Responsibility of the Community College in Functional Literacy, and The Need for a Criterion-Referenced Functional Literacy Test for Miami-Dade students.

Chapter 3 describes the design and procedures utilized in this study and discusses product development.

Chapter 4 describes and discusses the results of the study and analyzes the data.

Chapter 5 discusses the implications of the study and offers the writer's recommendations based on the results of the study.

CHAPTER 2

REVIEW OF THE LITERATURE

THE LITERACY CRISIS

Illiteracy may be one of the most serious problems the nation is facing, or it may not be a problem at all. It depends on who says it, what their definition of literacy is, and how they measure it. The United States Office of Education is concerned enough with illiteracy at all levels to request several national studies of literacy,notably the Adult Performance Level Survey (Northcutt, et. al., 1975) and Farr, Tuinman, and Rowl's Reading Achievement in the United States: Then and Now (1974). The National Assessment of Educational Progress testing has led to minimum competency requirements for high school graduation (Hodgkinson, 1976), and individual states are requiring specific reading levels for promotion at designated grade levels and eliminating the social promotions which were frequently awarded for another year of sitting through school. Almost every popular magazine and educational journal has carried at least one major article on "the literacy crisis" or urging "back to basics" in the last few years. Whatever is actually true about the nation's literacy, the concern about literacy is definitely a fact.

The forerunner of the current literacy crisis was Why Johnny Can't Read (Flesch, 1955). Flesch blamed Johnny's reading problems on the teaching methods. He told a surprised country that the old alphabet and phonics method had worked, and the need for reading remediation came about with the advent of the whole-word method (which he called word-memorizing and guessing). Flesch aimed his book at Johnny's parent and urged them to take charge of their children's reading.

In 1973, Blumenfeld repeated much of Flesch's rationale in The New Illiterates--And How to Keep Your Child from Becoming One. The villain was still the whole-word method, but Blumenfeld had time on his side and more persuasive arguments because of events and studies between 1955 and 1973. He could quote a New York Times (May 20, 1970) article saying that a Harvard study had shown that 50 percent of the nation's adults lacked the literacy to master a driving manual or a job application (p. 15). He could quote the Census Bureau saying that 8.3 percent of the population over 25 was illiterate (p. 15). He could quote David Harmon of Harvard saying in the Harvard Educational Review that a reading level of tenth or eleventh grade is essential for functioning in society (p. 16). He could quote poet Karl Shapiro saying that illiteracy was causing campus violence (p. 27). Blumenfeld elaborated on what he saw as a clear connection between illiteracy and drugs, violence, and all sorts of crime. With literacy so important to functioning in society, the person who could not cope with literacy skills would feel inadequate and be frustrated into acting outside the system.

The biggest official recognition of the literacy problem came in the famous Right-to-Read speech of then-U. S. Commissioner of Education Allen (1969). Addressing the National Association of State Board of Education, Allen said that a quarter of the population was limited to the simplest reading or could not read at all, and for these people the "...door to the whole world of knowledge and inspiration available through the printed word has never opened" (p.95). Allen included some impressively discouraging statistics from the Office of Education: that one out of four students have significant reading difficulties; in large cities, up to one half of the students are reading below expectations; more than 3,000,000 adults are illiterate; one half of the unemployed 16-21 year olds are functionally illiterate; and three forths of juvenile offenders are two years or more behind in reading (p. 96). Allen concluded that the right to read should be the highest nation wide priority in education and set a goal that, by the end of the seventies, no one would leave school without "the skill and desire necessary to read to the fullest limits of his capacity" (p. 97). As a result, the National Right-to-Read Program and many other national, state and local efforts have focused on the problems of literacy.

According to Farr, Tuinman,and Rowls (1974), two basic charges are made in referring to the literacy crisis. One is that various groups do not read adequately or are functionally illiterate, The Harris Surveys (1970, 1971), the Adult Performance Level Surveys (1975), and the National Assessment of Educational Progress (1974) practical reading exercises (reported in Golladay, 1976) support this charge in varying degrees. The other charge is that the level of reading has declined and/or the schools are doing a worse job. Farr, Tuinman, and Rowls did a study of the second charge for the Office of Education. Their major conclusion was that the difficulty of getting valid information prohibited any conclusion from being drawn. They found that changes in testing, curricula, and population made conclusions invalid, and types of tests used and manner of reporting were inconsistent. They did make a hesitant generalization that from 1940 to 1965 reading scores improved steadily, and after 1965 reading scores showed a slight but steady negative trend (p. 133). However, they insist that "We are now convinced that anyone who says he knows literacy is decreasing... is at best unscholarly and at worst dishonest" (p. 140).

Several arguments have been put forth to invalidate the literacy crisis and suggest that the "problem" is a phony or that there is a problem but it is something besides literacy. As Hogan and Judy (1976) and Farr, Tuinman, and Rowls (1974) suggest, frequent and prominent media dissemination and a receptive audience are more available for news that is disastrous enough. Throughout history an older generation has always been ready to see the youth as ignorant and lazy, so news stories about declining scores are expected and accepted. "The moral is clear: good scores don't make good news " (Hogan and Judy, 1976:17).

Another argument is that the whole literacy crisis may be economically determined, rather than resulting from actual illiteracy. Writers as diverse as Moffett (1972:109), Schillaci (1976:20), Lloyd-Jones (1976:2), Postman and Weingartner (1973:85), and Hogan and Judy (1976:18) have suggested economic reasons for the back-to-basics movement. It is much simpler and cheaper (and, therefore, less frightening to the general taxpayer) to concentrate on basic skills drills than it is to use innovative, individualized, confluent education with media presentations, field trips, and classroom experiences related to real life.

Retish (1976) suggests several issues which would seem to make declining test scores relatively insignificant.

> Fifteen years ago there was little concern in public schools for what the affective behavior of a kid was. We were very concerned that a kid could read and write and if he couldn't, we culled him. Ten years ago when I served on a national evaluation team we found Iowa high schools where as much as one-third of the population wasn't included on the standardized test scores on the grounds that those kids were going to drop out anyway (p.1).

The statistics of test scores are also changed by the fact that many people are going on to college now who would not have done so a decade ago, according to Ohmann (1976).

Finally, a number of educators and other writers are saying that the schools themselves have created the literacy problem by destroying the students' will to read and write. Goodman (1964:25-26), Leonard (1972:235), Kohl (1973:xi and 162), Moffett (1972:108-110), and Holt (1969:194, 1972:228-246) share a belief that learning to read is easier than learning to speak and would occur easily and automatically if schools did not make it so boring, unrealistic, and psychologically painful. Fader (1968) claims that many so-called non-readers actually can read if they are allowed to read what is important to them without threat of failure. Holt (1972:232) refers to how much children learn and teach each other (without the benefit of classrooms, teachers, tests, and grades) by using the example of

> ...the Word Which is Never Misspelled. (At least in the thousands of times I have seen it written I have never seen it misspelled--and surely no child was ever taught by an adult, least of all a teacher, how to spell it.)

In spite of these disclaimers about the literacy crisis, most parents and teachers, and the general public, still see reason for concern. To determine the extent of the actual literacy problem, it is necessary to define what is meant by literacy.

DEFINITIONS OF LITERACY

What is literacy and what is the extent of illiteracy? The lowest definition of literacy may be that used by the United States Census Bureau which considers everyone literate who is over 14 and has completed sixth grade. People who have not completed sixth grade are considered literate if they say they can write and read a simple message in any language. According to the Statistical Abstract of the United States (1974), this would mean that only one percent of the population over 14 were illiterate.

Most people define literacy, as the dictionary does, as the ability to read and write. In fact, the emphasis is usually placed on reading, as it is generally considered more essential. Reading itself, however, is defined in various ways. Whimbey (1975:73-78) defines reading as consisting of two separate skills, (1) the translation of letters into sounds, and (2) understanding the meaning of what is read. The first skill is rather mechanical and can be mastered by most people. However, Whimbey sees the second skill as being thinking and, therefore, inseparable from intelligence. Much of his work on increasing intelligence is related to increasing reading skills as well.

In her study of the reading controversy (i.e., phonics versus the whole-word method of instruction), Chall (1967) interviewed twenty-five proponents of various reading approaches and asked them to define reading. Linguists and alphabet reformers tended to see reading strictly as word recognition, with anything beyond that belonging to the area of language study (p. 55). Phonics proponents tended toward a two-step definition, similar to Whimbey's, with word recognition first, then meaning (p. 55). The generally accepted, broad definition among those interviewed by Chall was that reading is "perception (word recognition), comprehension and interpretation, appreciation and application" (p. 54). One respondent added that "Reading is understanding printed language and reacting to it--reacting in the broad sense of understanding, both literal and interpretive" (p. 54). Another said,

> Reading is the meaningful interpretation of symbols--a process through which we understand. It is a process of communication between readers and writers, and a means to an end. It is not an end in itself (p. 54).

These last two practical, life-related definitions may have the most applicability to this study because they focus on functional literacy.

In 1955, Blackmur saw literacy itself as a problem and distinguished between serious literacy and mere literacy. "Literacy," he said, "is the form ignorance takes in a society subjected to universal education (Hollingsworth: 1955). Unfortunately, his idea of true literacy would mean an elite class, an idea which is hardly appropriate to an open-door college. His fear is recognized by English Departments, however: a society that is merely literate is just literate enough to be controlled. Postman and Weingarten (1973) state that "If schools were teaching literacy, they would in effect be educating students in the rational uses of language" and "Literacy is to reading what mathematics is to counting " (p. 83). They accuse the schools of teaching "letteracy" rather than literacy and share Blackmur's fear that people who are only "letterate" (or "merely literate") will believe whatever they hear or read. Hollingsworth (1973) joins these writers in insisting that literacy be more than mere reading and writing: "...by literacy we must mean forms of communication other than print, but including print" (p. 87).

Blackmur and Hollingsworth are defending humanistic, liberal education in intellectual, academic universities. However, those who are primarily concerned with literacy as functional and everyday world-related have similar definitions.

As Nafziger and others (1975) make the distinction in their examination of functional literacy tests, "Literacy, in contrast to reading, implies both basic reading skills and socially appropriate reading behavior" (p. 19). Nafziger is in agreement with Bormuth's (1974:7-66) comprehensive and pragmatic definition:

> In the broadest sense of the word literacy is the ability to exhibit all of the behaviors a person needs in order to respond appropriately to all possible reading tasks.

Because no one could ever actually achieve such an ideal, Bormuth suggests that the reading goals for realistic educational institutions be based on economic, cultural, social, and political benefits to the individual and his society. Bormuth further defines literacy as being specific to a given task and to a given person by stating, "A person may be regarded as literate or illiterate only with respect to a given task" (p. 15).

Definitions of writing literacy might be even wider than those for reading, from the ability to use a signature instead of an X to some paraphrase of Bormuth's definition--ability to respond appropriately to all writing tasks. However, even good writers are not expected to be able to write the Great American Novel, and writing ability beyond the level necessary for survival is commonly looked upon as a gift like perfect pitch or naturally curly hair. The level needed for survival would again be determined, as Bormuth suggests, by the needs of the individual and his society.

There are, however, certain basic literacy skill needs which are common to all adults in our society and which have been defined in several studies. In their exploration of functional literacy tests, Nafziger, et. al., (1975) have called the ability to use these skills "functional literacy" meaning "more than reading skills alone" and connoting "reading for a purpose...in some way related to social utility" (pp. 19,20). Sticht has further defined functional literacy as having "those literacy skills needed to successfully perform some reading task imposed by an external agent between a reader and the goal the reader wishes to attain." This would not include reading for entertainment, and is primarily job-related, in keeping with Sticht's major studies of literacy and work.

Northcutt, et. al., (1975) in the Adult Performance Level Project (APL) have done one of the most elaborate studies of adult literacy needs. The study reviewed a massive amount of literature (see ABC's in APL: An Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas, (1976), interviewed dozens of people from state and federal agencies and people who were undereducated and underemployed, and assessed the competency of 7,500 adults from all over the continental United States. From the background activities for the study, Northcutt and his associates determined a taxonomy of adult needs which came to be known as the "general knowledge areas."

> These general knowledge areas, which may be considered as the content of adult literacy, are now known as (1) consumer economics, (2) occupational (or occupationally-related) knowledge, (3) community resources, (4) health, and (5) government and law (Northcutt, et al., 1975:2).

Further analysis of the data to examine the skills involved in the general knowledge areas, led to the conclusion that

> Four primary skills seemed to account for the vast majority of requirements placed on adults. These skills were named (1) communication skills (reading, writing, speaking, listening and viewing), (2) computation skills, (3) problem-solving skills, and (4) interpersonal relations skills (p. 2).

The five general knowledge areas and the four primary skills were combined in a long series of intermediate and enabling objectives to guide teachers and learners through the APL curriculum (see APL Scope and Sequence Charts, 1976).

The APL Project did not define or use the term "literacy" as they felt that it had the connotation of a low level of competency not related to the practical requirements of adult life in this complex country. Instead, they used the term "functional competence" and summarized it as,

> (1)...a construct which is meaningful only in a specific societal context, (2)...the application of a set of skills to a set of general knowledge areas which results from the requirements imposed upon members of a society, (3)...a function of both individual capabilities

> and societal requirements dynamic and changing ,
> (4)...directly related in a mathematical sense to
> success in adult life (pp. 2-3).

The APL Survey distinguished three competency levels among American adults. Level 1 (adults who function with difficulty) included adults whose mastery of competency objectives is associated with inadequate income (poverty level or less), inadequate education (eight years or less), and unemployment or low status jobs. Level 2 (functional adults) included those whose mastery of objectives is associated with more than poverty level but no discretionary income, nine to eleven years of school, and occupations in the medial status range. Level 3 (proficient adults) had mastery associated with high income, high school or more education, and high levels of job status (p. 5). According to the survey, in the areas of reading and writing, the percentage of the adult population in each level, as determined by the performance objective was:

	Level 1	Level 2	Level 3
Reading	21.7	32.2	46.1
Writing	16.4	25.2	58.1

As Nafziger points out, the more skills are measured by "real world" tasks, the more illiteracy increases (1975:18).

Powell (1975) concurs with Nafziger by distinguishing between the inability to read and functional illiteracy. He defines people who can read to some degree but cannot function in their occupation, community or society as functional illiterates. He agrees with Hafziger that there are probably more functional illiterates than non-readers.

Powell defines three levels of literacy: first, pre-literacy, which includes impermanent literacy skills which would be lost without practice; second, basic literacy, which is permanent and about the same level of skills for everyone; and third, career literacy, which varies for each individual (much as Bormuth defines literacy).

In developing the Reading/Everyday Activities in Life (R/EAL) test, Lichtman (1972) identified nine categories of material representative of everyday reading experiences and selected specific items within the categories on the basis of interest, importance, and frequency. Lichtman defined the functional literate as "the person who can extract necessary and essential information from a variety of printed stimuli and demonstrate his ability to use such information" (p. 2). The categories identified by the study were signs and labels, schedules and tables, maps, categorized indices and listings, factual narrative, illustrated advertisements, technical documents, sets of directions, and fill-in-blank forms (p. 3).

The U. S. Office of Education has defined a literate person as

> ...one who has acquired the essential knowledge and skills in reading, writing and computation required for effective functioning in society, and whose attainment in such skills make it possible for him to participate actively in the life of his times (quoted by Nafziger as being from the request for the proposal which led to the study of adult functional literacy tests, 1975:20).

USOE suggested that the following reading was necessary for all American adults: Read and understand all sections of the newspaper, the driver's license test in any state, voter registration procedures, business contracts, labels on household items, material necessary to perform jobs classified as entry level, personal letters, bills, public instructions, telephone directories, job applications, and business letters from debtors and creditors (Nafziger, 1975:20).

Sharon and others have done studies for the Educational Testing Service to determine the actual reading habits of American adults, Sharon (1972:16), in a study of Reading Activities of American Adults, found, as expected, that adults spend one and three quarters hours per day on newspapers, magazines, books, and job-related material.

As a result of new definitions of literacy and studies of actual needs and habits of the population, school systems and state education departments are responding to the demands for accountability with more concentration on functional literacy. The Maryland Department of Education has the Functional Reading Resource Manual (1975) which lists as its goal areas: following directions, locating references, attaining personal development, gaining information, and understanding forms. These goal areas (minus personal development) are the subscales of the Basic Reading Skills Mastery Test which was field-tested on Maryland students.

The National Assessment of Educational Progress (1974) used the following reading skills in assessing the functional literacy of 5,200 seventeen year-olds chosen to represent that age group in America: alphabetizing, understanding word meanings, gleaning significant facts, comprehending main ideas and organization, drawing inferences, and reading critically. They used various kinds of reading passages, reference materials, and graphics such as charts and forms (pp. 4-5). The 1974 assessment showed improvement in functional literacy from 1971 to 1974, but many students still had serious problems (p. 9). A basic problem the NAEP acknowledged in its Press Summary is that no one has determined how much a person can misread and still function (p. 11).

TESTS OF FUNCTIONAL LITERACY

As the definition of literacy has leaned more toward functional literacy with competency assessed in terms of ability to read and respond appropriately to material from daily life, new tests have been designed to measure literacy. Most of the tests using reading material from daily life have been used for studies such as the APL Survey and the Reading Skills Mastery Test. One major purpose of such tests is to eliminate bias against minorities that often results from conventional reading tests.

Sticht (1975:5,6) saw the necessity of work-related literacy and tests which did not discriminate against minorities. He insisted on the importance of understanding the reading requirements for jobs in order to develop the necessary skills, and he developed Reading for Working: A Functional Literacy Anthology in response to that need. In an earlier study, Sticht and Çaylor (1972:29) defined literacy in terms of reading demands imposed by an individual's job, and they used on-the-job reading tests in "Development and Evaluation of Job Reading Task Tests." They found that on-the-job reading tests, a standardized reading test, and the Armed Forces Qualifying Test (they did the study with members of the armed forces) seemed to be measuring similar skills (p. 42). Lichtman also computed a correlation between R/EAL and the Standford Achievement Test in reading, using scores of each from her target population, and found a Pearson Product Moment correlation between the two tests of .74 (n = 434) with a standard error of measurement equal to 5.28 (1972:40). A high correlation between functional literacy tests and standardized reading tests does not, however, eliminate the need for and usefulness of criterion-referenced functional literacy tests.

The Harris Surveys (1970, 1971) have been the most widely publicized functional literacy tests. Such items as a phone directory and a medicare form were used in a national study of functional reading conducted for the National Reading Council (1970) and the National Reading Center (1971). According to the 1970 Harris Survey, 13 percent of the sample (or about 18.5 million American adults) were marginally or functionally illiterate in terms of reading and filling out forms. In the 1971 survey, 92 percent of the total sample answered nine questions about employment advertisement correctly, but only 70 percent of Blacks tested answered all nine correctly. The figures were even lower for Blacks asked to read housing advertisements. Roy H. Forbes, director of National Assessment, said that at least one out of ten of those students nearing the end of high school is still not able to do basic everyday reading tasks. The NAEP tests are cited by Hill (1974) as providing good, concrete examples of criterion-referenced testing in the area of functional literacy.

Hansen and Hesse (1974) used passages from everyday reading for their work with the cloze procedures.* Strong advocates a practical use of the cloze procedure in the academic situation and cites Bormuth as the source of this technique (1976:56-57). The Rural Family Development Program designed the Wisconsin Test of Adult Basic Education (WITABE) to measure verbal and coping skills such as using a phone book, road map, order blank, and tax return. The Adult Basic Learning Examination (ABLE) includes newspaper articles to assess reading comrehension. The Everyday Skills Test (EST) was developed for grades 6 - 12 to measure reading skills needed for "effective participation in today's complex society." Murphy's Adult Functional Reading Study (1975) examined the reading of American adults, tested performance on functional reading tasks, and analyzed reading competence and schooling as related to economic benefits.

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* In a cloze test, students are given a reading passage with every fifth word deleted, and asked to fill in the blanks. Cloze procedure is considered an efficient and reliable method of assessing comprehension.

The National Assessment of Educational Progress (NAEP) reports annually on the knowledge, skills, understandings, and attitudes of Americans in age groups 9, 13, 17, and 26-35. In 1974, the NAEP reported that in a sample group of 17-year olds who were asked to do specific practical reading exercises, only 17.5 percent could answer questions about an insurance policy correctly, 43.7 percent answered job application questions correctly, and 46.6 understood the traffic ticket (Golladay, 1976:209).

Most of these studies, tests, and other materials related to functional literacy have been directed toward adult learners who are undereducated or underemployed. A few are directed toward grade school or high school students in attempts to make education more accountable.. Some are inclusive of a broad sample of the United States population. None of them are aimed specifically at college students. However, college students are not exempt from the literacy crisis.

THE LITERACY CRISIS AMONG COLLEGE STUDENTS

In fact, college graduates are not immune to functional literacy problems. The APL Survey figures show that 2 percent of college graduates are at level 1 and 9 percent of those with some college are at level 1. Forty-four percent of those with education beyond high school are functioning but not proficient (Northcutt, et al., 1975:7). Of course the APL Survey is not the only indication of literacy problems in the colleges. A drop in college entrance exam scores has caused widespread alarm recently, as indicated by such quotes as:

> The decline in reading and writing skills of those students entering college is dramatic. The mean scores on scholastic aptitude tests have dropped considerably during the past decade (Garrett, 1975:3).
>
> The National Assessment of Educational Progress report shows that essays of...17-year olds appear to be deteriorating when compared to the essays of those tested in 1969 (Adler, 1976).
>
> The Scholastic Aptitude Test scores in 1975 showed the greatest decline in verbal skills in two decades (Adler, 1976).
>
> Since the early 1960s (SAT) scores have been dropping. In fact, the average student of 1975 can expect to score forty points lower on the verbal section...than his counterpart in 1962, a trend which has been worrying educators on all levels (Siegrist, 1976).
>
> Consider, for example, the steady drop in the average national scores on the verbal section of the Scholastic Aptitude Test (Lyons, 1975:33).
>
> ...a national decline in (ACT) test scores is real and significant...declines...in English (1.1 points)...(The Miami Herald, February 15, 1976:20A).

> For a number of years there has been a drop in the college entrance scores. This drop has occurred on all tests widely used--the Scholastic Aptitude Test (SAT), the American College Testing Program (ACT) and such widely used tests as the Minnesota Scholastic Aptitude Test and the Iowa Tests of Educational Development (Shanker, 1976:9).

In spite of the statistics which show a decline in literacy, there are other statistics which show scores going up. Most articles in the popular media have been intended to show decline and disaster, so they have only reported the declining scores. Ohmann (1976) discovered that preliminary SAT scores were up; that the NAEP study showed the percentage of good writers among 17-year-olds had gone up; that a study by the American Institute for Research showed a slight improvement in reading test scores for high school seniors; and that the NAEP found the functional literacy rates for seventeen-year-olds increased between 1971 and 1974. People who are in a position to see student reading and writing ability have varying opinions about the state of literacy. Richard Lloyd Jones (1976), chairman of the English Department at the University of Iowa (one of few universities which has a well-developed writing program) and chairman of the National College Conference on Composition and Communication; Gary Tate (quoted by Baum, 1976), director of composition at Texas Christian and head of the college composition section of the National Council of Teachers of English; and Andrew Mavrides (quoted by Wilson, 1976), Broward County School Board Chairman and a former high school English teacher, all claim that there are as many good writers as ever and no significant change in writing ability has taken place. However, Mavrides adds that students often write well "in spite of the system" and Tate says, "Composition teachers have always known that most freshman don't write well." Lloyd-Jones makes a most important point: "The issue, then, is not whether writing is better or worse, but how we can make everyone more skillful."

Whether writing and reading are getting better or worse, most educators believe they should be better than they are and that there is a literacy problem. The causes for literacy problems are being enumerated and analyzed by a great variety of people. The most frequently cited reason for declining test scores (at least among more liberal educators) is the changing student pool. According to Leo A. Munday of the American College Testing Program, "many more students from the lower half of their high school classes are attending college, and these new students have weaker academic preparation than traditional college students" (quoted in The Miami Herald, February 15, 1976:20A). Shanker (1976) and Ohmann (1976) both mention that a lower dropout rate among high school and college students who would be taking the standardized tests contribute to a changing student pool. Ohmann (1976) also reports that between 1965 and 1975 the percentage of test-takers who were women increased from 45 to 55 percent. This is also true for black students and other minority groups. Because of an increase in social equality, students are now going to college who would not have had a chance to go a decade ago.

Another reason frequently given by educators for declines in literacy scores is that students are not taking as many English courses as they used to take. Munday says that students have a greater choice of electives other than traditional English and that teacher demands and expectations are likely to be lower in these electives. Shanker (1976) and Hodgkinson (1976) agree that lower scores are a result of students no longer taking the traditional English which SAT and ACT were originally designed to measure. The Modern Language Association's executive council passed a resolution at its 1975 convention recommending the "reinstatement of the freshman composition requirement in colleges that have dropped the requirement or allowed literature courses to supplant it" (Baum, 1976:33).

Television has been given a large share of the blame for lower scores on tests measuring aspects of literacy. The Yale Alumni News accuses society of causing a literacy decline by bathing students in "the linguistic sludge of television" (quoted in SLATE, Vol. 1, No. 4, August 1976). A Miami Herald survey (April 25, 1976: 1BR) blames television for hypnotizing millions. Fader (1976:26) does not see television as such a monster in itself. However, he does feel that adults watch television instead of reading or writing, so naturally their children will do the same. If reading is not considered important and everyone watches television instead of reading, the reading scores will naturally drop. Fiske (1976) says that some educators use the "tube theory" to blame television for destroying literacy and some use it to explain that students are simply learning through images rather than print. Postman and Weingartner (1973) argue that electronic media give the young more aesthetic satisfaction than print media, that electronic media carry the major burden for the dissemination of information in the culture, that the major political influence in our society is exerted through electronic media, and that "as youth becomes more and more oriented toward electronic media and away from print, the reading problem will become more acute" (pp. 88,89).

Only McLuhan seems to have enough easy familiarity with television to comfortably say, "T.V. children have lived several lifetimes by the time they enter grade 1..." (1969:28). McLuhan does not seem alarmed at the idea of written literacy disappearing:

> Today we experience in reverse, what pre-literate man faced with the advent of writing. Today we are, in a technical if not literary sense, post literate. Literacy: a brief phase (1969:117).

Teachers and the educational system reap a good share of the blame for literacy problems from several angles. Riemer (1969) says the teachers don't assign enough writing and most teachers agree with this, but the reasons vary from teacher laziness to physical impossibility in view of excessive class sizes for composition courses. Reimer and Wilson (1976) both complain about multiple-choice testing which does not require any real writing. Garrett (1975) blames the emphasis English teachers have put on creative writing rather than basic skills, saying that the qualities required for teaching the two well may be opposed. Walpole (1974) indicts English teachers for not teaching composition because they don't know how, don't have the time, and don't want to teach anything but literature. Lyons (1975) accuses English teachers of being intellectual smobs and disdaining skills courses, even to the point of refusing to teach composition in some colleges.

After the universities and colleges have blamed the high schools who have blamed the junior highs who have blamed the grade schools, only the families are left. The families have their share of accusers. Fader (1976), Adler (1976), and Urbain (1976) accuse parents of not encouraging their children to read and write, of not setting a good example, and of not being involved and concerned about school work. This is especially true for parents in lower socio-economic groups where students may be the first generation to attend college.

Ohmann (1976) suggests an amusing cast of villains in "The Literacy Crisis" such as Webster's Third, structural linguistics, lack of Bible reading, the "new sentimentality," Vietnam, Watergate, children's books, popular songs, the worship of the machine, advertisements, drugs, Zen, Abbie Hoffman, etc. There seem to be as many causes as there are analysts of the situation. A Newsweek article by Sheil (December 8, 1975), reprinted in The Reader's Digest (April 1976) and titled "Why Johnny Can't Write," summarized the many theories for poorer reading and writing in the schools and concluded that "Willy-Nilly, the U. S. educational system is spawning a generation of illiterates." This type of comment offers little help in terms of understanding the situation, but it certainly focuses on the schools and the issue of accountability.

THE RESPONSIBILITY OF THE COMMUNITY COLLEGE IN FUNCTIONAL LITERACY

In the so-called literacy crisis, the community college is in a particularly difficult situation, having some aspects of the high school, some of the senior college, and some that are unique to itself (Moore, 1970:14). In Second Best, Zwerling (1976) describes the problem:

> By 1960, the high schools were no longer the primary institution for sorting and channeling students; that honor along with many other things such as trying to teach students to read and write, had been passed along to the colleges (p.64).

By its very nature the community college will have the greatest pool of students from minority groups and low socio-economic levels. Because of the open door policy and the lower tuition, community colleges get many students who would not have considered going to college otherwise. Because of this, the community college must consider among its goals and purposes, activities which will meet the needs of students who are likely to have low academic achievement levels, low scores on tests of literacy, and a greater need for special attention to instruction in basic reading and writing skills.

Roueche (1968) summarizes many statements on the purposes and responsibilities of the community college in Salvage, Redirection, or Custody? Roueche indicates three assumptions that are basic to the philosophy of the community college:

> (1) Education is necessary for the maintenance of a democracy. (2) Education is essential for the improvement of society. (3) Education helps to equalize opportunity for all people (p. 7).

Each of these assumptions implies a responsibility of the community college to see that every student becomes functionally literate and able to cope with the literacy tasks which are essential in this society.

A number of educators most knowledgeable about community colleges today have discussed the needs of the New Student (Cross, 1971:13-14) and the responsibility of the community college to this student. Cross (1971, 1976), Moore (1970, 1971), and Roueche (1968, 1972, 1973) have been particularly thorough in describing the community college student and calling on the colleges to answer the needs of these students in ways which are humanizing and related to life, and which will allow the students to emerge able to cope with a complex and changing society rather than becoming part of the attrition statistics of a "revolving door."

The Carnegie Commission on Higher Education stated in The Purposes and Performance of Higher Education that the campus has a fundamental responsibility to provide skills for citizenship (p. 18). The commission reported that half of entering college students drop out before they receive the degree for which they registered (p. 20).

In the community college, attrition is even more serious, Zwerling (1976) reports that up to 75 percent of the students who enter community colleges, leave and never return. Fewer than 25 percent graduate from the community college, and fewer than 12 percent of community college students complete four years of higher education (pp. xii-xiv). Because the birth rate is diminishing among caucasians and the middle class but staying relatively stable for minorities and the lower class, the ratio of minorities and students from lower socio-economic backgrounds is likely to increase in the community college(Hodgkinson, 1976). These are also the groups with the highest attrition rate, the lowest literacy scores and the greatest problems of functional literacy, so the problem is likely to continue.

The colleges must respond to these problems, and the English Departments are in a particularly responsible position, having the English language within their care, In Prospects for the 70's (Finestone and Shugrue, eds., 1973) Alan M. Hollingsworth states this responsibility:

> ...each major discipline will soon have to say--we are already being forced to say it--which, if any major educational problems of the society it is inherently suited to provide solutions for, English will have to offer reading and writing as its work areas. If English cannot help in these areas, whatever else it can provide will soon not be wanted. We must commit ourselves here--but we must commit ourselves not merely to literacy (p. 87).

Hollingsworth is concerned with a definition of literacy already quoted from R. P. Blackmur: "Literacy is the form ignorance takes in a society subjected to universal education." The definition of literacy which Hollingsworth feels English Departments should aim for would include both the elite and the great majority and would mean forms of communication other than, but including, print (p. 87). Postman and Weingartner are also concerned with what is being called literacy. They define literacy as a high degree of competence in "analyzing linguistic propositions, evaluating them, and correlating them with reality," and they call anything less than that "letteracy," not literacy (p. 83).

Bhola (1973) is also concerned with the significance of true literacy in everyday life. He sees literacy as changing human relationships, allowing more complex inquiry, resulting in linearity of thought processes (because symbol use makes people more amenable to systems), and being used by the elite to affiliate or exclude the non-elite (pp.2-11). The political aspect of literacy must be considered by community college English Departments. Depending on the degree of literacy a student has achieved, literacy may offer full economic, social and power affiliation with the elite, or only partial affiliation which Bhola refers to as "humanity without bread, verbs without votes, or the right to read without the right to rebel" (pp. 11-12).

Although the scores are dropping, literacy (preferably not "letteracy" instead) is considered the most important attribute for college students by many educators. In Why College Students Fail, Pitcher and Blauschild (1970) stress the importance of literacy for college students. "It is not inappropriate to say that, to a large extent, the success or failure of a student in college directly hinges on his mastery of the language" (p. 33). These authors consider inability to write to be one of the most serious problems for the college student and specify the necessity in reading of understanding and following directions, drawing conclusions, and recognizing the central idea (pp. 227-228). Most of these reading skills are also essential to functional literacy for daily life.

In Campus 1980 (Eurich, ed., 1968), Lewis B. Mayhew predicts that, "By 1980 the skills most needed to survive will be those of communication" (p. 211). He also predicts that education will become much more practical and responsive to the needs of daily living. Moore (1970:169-174) sees the improvement of basic skills as an essential part of the education of high-risk students. The marginal community college student is deficient in basic language skills and also turned off by them, yet these students do not live in a "basic skills vacuum" nor does learning take place in a vacuum. Even though he can't handle college reading and writing, the high-risk student must still borrow money, buy goods, secure insurance, pay taxes, obey laws, and assume other responsibilities of our society. Moore recognizes that literacy skills are necessary for these activities as well as for academic work.

Glasser also claims that communication skills are of prime importance to both academic and life success. In Schools Without Failure (1969), he gives support to Blumenfelds' idea that illiteracy causes many other problems: "Students who don't learn the essential skills--reading, writing, speaking, and arithmetic--fail in school and have much less chance to succeed in life" (p. 104). He feels that reading is most important for success in school but writing and speaking may be more important in life generally. Other authorities might not share the emphasis on writing since it takes a very small percentage of our communication time. Lloyd-Jones (1976), for instance, frankly asks What's the payoff for being a good writer? Most adults use the telephone instead. However, Mellon (1975:39) is surely accurate in stating that "Nearly everyone considers reading the single most valuable academic skill that schooling imparts to young people " (1975:39) and he also denies McLuhan's dismissal of literacy as follows:

> Despite the rise of visual studies and broadsides accouncing the post-literate society, writing, the second R, continues to be viewed by teachers and non-teachers alike as one of the most important subjects taught in school (1969:14).

Glasser is particularly concerned with relating school learning to life outside of school. He describes in some detail a class he once visited where he tried to ask students about reading outside of school. He found that they were unfamiliar with libraries, that they would never think of buying a book in a bookstore, that they associated most books only with school and didn't associate reading with everyday life, and that the comics they liked to read were considered taboo subjects in school and hardly thought of as reading (pp. 52-57).

Many prominent educators and cultural critics are calling for more relationship between school and life. Much of this is an outgrowth of the student call for "relevance" in the Sixties. Silberman's Crisis in the Classroom (1970) is filled with example of bad education (which is phony, dull, unrelated to the real world, and primarily intended to keep the students in line) and good education (which is lively, authentic, and very much concerned with having students doing and learning real life activities to prepare them for thoughtful, independent lives). K. P. Cross, in discussing "New Learners" (from On Learning and Change, the editors of Change, 1973), says the colleges should realize that "college level" work does not have to be highly abstract, and that the demand among new learners for relevant educational experiences requires that schools be more related to life. Cross (1975) wants to eliminate one of the great myths of education--"that students should practice thinking on abstract problems, free of implications for real living." Kohl (1973: 163-179) suggests many possibilities of reading material from life to help people learn to read or to read better. In an explanation of the principles of developing his practical book Developing Reading Versatility Adams (1973) says, "Exercises include materials encountered in everyday reading as well as college-type reading and are based on known research and successful methodology...." The NIE Curriculum Development Task Force (1976) has called for more basic skills or functional communication and more relationship to the world of work (p. 35). Holt (1969: 203) suggests both the problem and the solution, "Everything we say or do tends to separate learning from living, and we should instead try to join them together,..."

THE NEED FOR A CRITERION-REFERENCED FUNCTIONAL LITERACY TEST FOR MIAMI-DADE STUDENTS

The need for more life-related learning within the community college will call for appropriate assessment of life-related skills. The standardized tests that have been used in the past are inadequate, particularly in assessing language skills. Dunning and Redd (1976) see the misunderstanding between English teachers and the critics who ask "Why can't Johnny read or write?" as being caused by test scores. The public wants the students to score above the norms (obviously impossible for the whole nation to do this) and they see literacy as high scores on punctuation, capitalization, and spelling. Hopefully, the teachers see literacy as more complex and related to life, but they are still uncertain as to how to teach the real "basics" and how to assess literacy, if not by a standardized test.

McClelland (1973) suggests that the standardized tests are primarily tests of intelligence, which predict school grades but not job or life success. He recommends testing for competency and suggests six qualities a good test of competence would have. The best test is (1) a criterion-referenced sampling which (2) reflects learning changes. (3) How to improve on the test should be public and explicit. The test should (4) assess competencies involved in clusters of life outcomes, (5) involve operant as well as respondent behaviors, and (6) sample operant thought patterns to get a maximum generalizability to various action outcomes (pp. 7-12).

Hodgkinson (1975:117) reports that over 200 institutions [of higher education] are now using or preparing to use some form of competency-based education (CBE). In CBE, evaluation is used as a formative teaching tool, as diagnostic advice that tells if a student is "real world" competent.

Most discussions of functional literacy tests recommend criterion-referenced competencies as opposed to norm-referenced standardized tests. "What is Criterion-Referenced Measurement?" Frank B. Womer (Blanton, ed. 1974: pp. 35-42) distinguishes between criterion-referenced tests and norm-referenced tests in five areas: First, the intent of criterion-referenced tests is to measure performance objectives which are determined independently of the measuring process (external standards based on performance objectives), while norm-referenced tests are designed to provide comparisons (internal standards based on ranking of tested students). Second, criterion-referenced tests emphasize production of the answer rather than recognition of the answer as in norm-referenced tests, though both may be multiple choice. Third, content validity is the most important aspect of criterion-referenced tests and item difficulty and item discrimination are of relatively little importance,whereas in norm-referenced tests item difficulty should be around .50 and discrimination should be good. Also, reliability is crucial in norm-referencing but in criterion-referencing change in scores is desired. Fourth, the criterion-referenced test is more likely to serve an instructional function while the norm-referenced test serves a guidance function. Fifth, norm-referenced tests were originally developed primarily by psychologists who were involved in identifying individual differences. Criterion-referenced tests have been developed by educators who want to individualize instruction and relate their instruction and evaluation to their objectives.

In the state of Florida, the concern with literacy has led to the passage of a bill requiring Exit Skills Tests in grades 3, 5, 8, and 12. A booklet of Statewide Minimal Competencies for communication skills and other areas has been published and the attempt is aimed at seeing that students acquire basic skills in a logical order and are not promoted until they do. James Maurer, Broward County Superintendant, said the tests are very practically oriented and based on lifetime skills such as following directions, reading maps, and using a calendar (Wilson, 1976:3BR).

Miami-Dade will inevitably be affected by the educational policies of the public school system, especially in Dade and Broward Counties. This particular bill may mean that Miami-Dade never gets another Florida student who reads below seventh grade level, or it may mean that students who can't fulfill the high school graduation exit requirements will simply come to Miami-Dade instead of staying in high school. According to Miami-Dade reading instructor Ernestine Cole (1976), English teachers can expect an 8-grade reading level range in most courses now. The new exit skills requirements will hopefully narrow that range, but it is possible that the range could actually increase if many students who have not graduated from high school come to Miami-

Dade without minimal literacy skills.

The Miami-Dade General Education Study Committee, in its draft document of General Education at Miami-Dade Community College (1976), indicated two main aspects of the mission of the community college. The first, "...its responsiveness to the educational needs of the community" was reinforced by the statement that

> ...the community college should assume a leadership role and be actively involved in educating the community so as to make it a better environment in which individuals can live and grow (p. 2).

The second, "...its 'open admissions' policy" is aimed at the development of every citizen's potential. The committee saw two dangers in the open admissions policy: 1) the possibility of guaranteeing access but not providing successful learning, and 2) the tendency to see certification as the primary goal for the students. The committee insists that the college's real commitment is to:

> provide the setting and assistance necessary for students to achieve their educational goals and to learn what is necessary for them to function successfully during their lives. The measure of the college's success can be found in the lives of its students, as well as in the degrees and certificates awarded (pp. 3-4).

Both of these aspects of the community college's mission support the importance of functional literacy and the necessity of insuring that students have the literacy skills required for everyday life.

Diagnosing and teaching (when necessary) functional literacy skills would need to be a high priority item as soon as a student entered college because these skills are necessary both in and out of college at all times, and many students leave college early. As in other community colleges, the attrition rate tends to be high at Miami-Dade. Hal Corson (1976) of Miami-Dade's Institutional Research staff reports that on North Campus, out of 4,359 new freshmen entering in fall 1975, 3,076 (71 percent) returned in the winter term. This means that 1,238 did not come back. Some of them may have gone to other schools or come back in a later term. However, it is also likely that other students dropped out in the winter term and the attrition rate would increase still more before any of this group graduate. If the Adult Performance Level Survey (1975) figures are applied to these students, nine percent of those with some college would be functionally incompetent. In the most conservative terms, this would mean that every term, over 100 students would leave Miami-Dade, North Campus, and go back into the community unable to function with everyday reading and writing. In more practical terms, a far greater number would drop out, or even continue on to graduation, and still have only marginal functional literacy skills.

The Miami-Dade, North Campus, English Department has been concerned with basic literacy skills problems for a number of years. The English faculty has felt the national, state and local pressure for more basic skills remediation, and the dissatisfaction with students' reading and writing. The Learning Center was established to offer individual aid with basic skills problems. The Learning Center offers one-credit courses in such areas as vocabulary, punctuation, and spelling. Several English teachers have also begun work on similar materials for use within the regular classes. However, none of this is directed toward functional literacy.

In "Needs Survey for English Composition Courses," Skellings and Tixier (1975) found that faculty outside the English Department tend to see the job of the English teacher as teaching basic (spelling, vocabulary) and practical (research, letter writing) writing skills, while the English teachers themselves are more oriented toward humanistic values and cultural areas, with creativity and thought development emphasized. This difference in views of the English teacher's job was reinforced in faculty interviews later carried out by the English Department for a study of communication between English and other departments (Skellings, 1976a). The recommendations from this study included the desirability of English faculty giving more attention to the college and career writing needs of students and to defining a degree of literacy as an objective for all Miami-Dade students. To carry out these recommendations, a Literacy Committee was formed to do a further study (Skellings, 1976b). The Literacy Committee study recommended more emphasis on functional literacy and recognized the need for a test of functional literacy for diagnosis and assessment of Miami-Dade students.

In an open letter to the Miami-Dade faculty, Arts and Sciences Dean, Roch Mirabeau (1974) called for:

> Designing and testing and implementing a system for evaluating the effectiveness of instruction in the Humanities Division as an ongoing part of every course, with the specific intent of improving teachers' ability (a) to cause students to learn, and (b) to relate course content to student careers, personal lives, and role as members of an increasingly complex society.

This study is a response to the need for a test to assess the functional literacy of Miami-Dade students. Such a test would be most appropriate for measuring the functional literacy skills of Miami-Dade students if it had these characteristics:

1. It would use materials from the everyday life of the Miami-Dade student.
2. It could be given to a group of any size within a fifty minute class period, but it would not be timed.
3. It would be in multiple choice format for ease of administration and scoring (with possible follow-up using other types of responses for low-scorers).
4. It would be criterion-referenced, not standardized.
5. It would be possible to improve one's test score by studying information which would be public and explicit (perhaps in the form of individualized learning packets).
6. It would assess general competencies (i.e., following directions) which could apply to many specific situations, and which would involve operant as well as respondent behavior.
7. The test directions would be minimal, simple, and clear.
8. The test booklet would be reusable.
9. The test would include a representative sample (according to importance and frequency of use in life) of functional literacy skills appropriately taught by the English Department.

In the background research for this study, all available tests of functional literacy which could be located and acquired were examined for possible suitability for Miami-Dade students. This included all tests of functional adult literacy which were evaluated by Nafziger (1975) plus McGraw-Hill's Everyday Skills Test. A complete list of the tests examined for this study is included in Appendix A. Only five of these tests were criterion-referenced and used materials from everyday life.

The Adult APL Survey has a usable format and uses everyday material. However, the material is clearly from the life of a working class adult and does not include much of the material which is important to the life of a community college student. The APL Survey also includes mathematical computation which is not within the scope of the English Department. A final problem with this test is that it contains a surprising amount of content information questions which require only respondent behavior and are not related to the aims of a functional literacy test (e. g., questions about the purpose of the food and drug laws and what services are paid for by taxes).

The Basic Reading Skills Mastery Test requires two fifty minute periods for administration. It has been used extensively in the Maryland public school system and is now available for commercial use in a revised form known as The Functional Literacy Reading Tests. The commercial form of this test, like the Adult APL Survey, is apparently meant for working class adults. It has a good selection of material and includes an affective section on attaining personal development This was the only test or study examined which included personal pleasure reading in functional literacy.

The Everyday Skills Test requires sixty minutes to administer and half of it must be timed. It is designed for junior high school and has been validated on sixth, eighth, and tenth grades. Thirty (almost one third) of the test items are related to graphs and charts, while a number of other important items are omitted.

The R/EAL Test uses write-in answers and the instructions are on a cassette tape rather than written. These qualities are desirable in many ways but they are too impractical for the large numbers of students who would be taking the test at Miami-Dade. Also, R/EAL includes no school-related material.

The Wisconsin Test of Adult Basic Education has a flaw which is shared by APL and R/EAL; it seems clearly aimed at the adult who is undereducated and under- or unemployed. The content and tone seem somewhat inappropriate for college students who very likely have jobs, even though these students may be broke and illiterate by most standards. The WITABE also includes computation and must be hand scored. In any case, it is not available for commercial use.

The review of the literature, the background of the problem at Miami-Dade, and the examination of existing functional literacy tests led to the development of this study.

CHAPTER 3

PROCEDURES AND METHODOLOGY

The purpose of this study was to develop a criterion-referenced functional literacy test for Miami-Dade Community College students. The validity and reliability of the test were assessed and the test scores of the sample group taking the revised test were compared with their course grades in English Composition (ENG 120) and with their scores on a standardized reading test (Nelson-Denny, Form C).

RESEARCH QUESTIONS

Although the major effort of this study was the development of a criterion-referenced functional literacy test for Miami-Dade students, the validation and reliability of the test is the major concern of the research questions. For the test to be useful, it is important to know how the students score on the test and how these scores relate to reading scores and grades. The research questions for which this study determined answers are:

1. What is the reading level average and range of Miami-Dade students as measured by a standardized reading test?
2. How will Miami-Dade students score on a criterion-referenced functional literacy test?
3. What will be the relationship between student scores on a functional literacy test and their grades in composition courses?

4. What will be the relationship between student scores on a functional literacy test and their scores on a standardized reading test?

PROCEDURES FOR TEST DEVELOPMENT

The need for a functional literacy test for Miami-Dade students of the type developed by this study has been demonstrated in the background literature. The available existing functional literacy tests are not adequate for one or several of the following reasons: they are oriented toward a different population, they are too long or too comprehensive, they are too complex or in an otherwise unrealistic format, or they are based on skills other than those to be measured by this study. However, these tests were examined for content, format, method of response, validity and reliability, intended use, required time, and expense. Examinations of these tests offered many useful suggestions as well as helping to avoid some of the problems of earlier tests. Of special interest was Tests of Functional Adult Literacy: an Evaluation of Currently Available Instruments (Nafziger and others, 1975). All available tests evaluated in this book were examined, particularly the Adult Performance Level Functional Literacy Test (see Appendix A for a list of the tests examined).

After examination of available functional literacy tests, the first consideration for constructing the test used in this study was the selection of activities and tasks to be tested. The key to choosing these activities and tasks was in determining the actual reading and writing activities of students at Miami-Dade Community College. This was done by collecting information from previous research on reading habits of adults (Lichtman, 1972; Sticht, 1972; APL Survey, 1975), from Miami-Dade students and faculty, and from people in the community who are in occupational positions which give them insight into the reading and writing skills necessary for functioning in daily life (i.e., postal clerk, bank teller, department store credit manager, insurance adjuster, etc.). The information collected from these sources constitutes a detailed listing of common reading material found in daily life (see Appendix B for Materials in the Miami-Dade Student's Everyday Life Which Require Functional Literacy).

Information was collected from students by asking over two hundred students in ENG 120 (composition) classes to list the reading and writing that they had to do in their everyday lives (at home, at school, at work, and in the community). The most frequent writing requirement cited by students--indeed the only writing mentioned by some--was signing their names and other information required for filling out forms. The most frequent reading requirement mentioned by students was reading directions.

The English faculty members were asked in an English Department meeting to list reading and writing tasks or activities which they thought could and should be tested in a functional literacy test. Their lists were quite similar to the student list though they had a broader range of items and were more likely to include graphic material. Faculty members from other departments were asked similar questions about student reading and writing activities in informal interviews in a variety of situations. Again, their lists were very similar to items listed by students and English faculty.

Informal interviews were also conducted with employees in various offices at Miami-Dade (registrar's office, testing, graduation, counseling) and community employees in banks, post office, super market, department store, insurance company, apartment complex office, and police department. These people were asked what reading and writing were necessary for people to take advantage of their services, what common errors were made, and what students might be taught to avoid making these mistakes.

The information on reading and writing activities and tasks required in the everyday lives of Miami-Dade students was categorized (Appendix B) and used to write objectives for a functional literacy test for Miami-Dade students. These objectives state the specific behavior which would be expected of students taking the test. This behavior is intended to be as close as possible (given the testing situation) to the behavior that would be elicited in responding to these materials in a real life situation. These objectives are listed in Appendix C.

Using the list of materials from everyday life (Appendix B) and the list of objectives (Appendix C), test items were constructed. Again, it should be stressed that test items were constructed with the aim of making the students' processes in responding to the test questions similar to the processes which would be required to respond to these materials in daily life. Toward this end, all materials used in the test were real forms, directions, schedules, etc., rather than facsimiles or made-up situations. Further, the test items were not intended to be hard or easy, tricky or over-simplified, but rather a realistic sampling of the skills and information which are actually necessary in the daily lives of Miami-Dade students.

It was determined that the test answers should be multiple-choice responses. Many arguments could be made for other types of responses. The multiple-choice format has some obvious limitations in that it does not allow the student to do any actual writing and limits the number of possible responses, both of which are unlike a real life situation. However, the multiple-choice format has outweighing advantages, which are discussed below.

The booklet Multiple-Choice Questions: A Close Look (Test Development Division of E.T.S., 1963:1) has stated its purpose as being to dispel "the myth of the multiple-choice question as a superficial exercise..." The booklet indicates ways that multiple-choice can be used to require thought, insight and understanding of almost any area. Bruner (1960:30) also states, "Whether an examination is of the 'objective' type involving multiple choices or of the essay type, it can be devised so as to emphasize an understanding of the broad principles of the subject. Indeed, even when one examines on detailed knowledge, it can be done in such a way as to require an understanding by the student of the connectedness between specific facts."

Multiple-choice tests are proving to be valid as measurements of literacy skills. In The Measurement of Writing Ability, Godschalk (1966:40) discusses the evidence that objective composition questions are valid and claims that "When objective questions specifically designed to measure writing skills are evaluated against a reliable criterion of writing skills, they prove to be highly valid." Anastasi (1968:162) also writes that, "As the art of item writing develops, more and more of the abilities formerly believed to be amenable only to essay questions are proving to be testable by objective items."

Anastasi also cites the many outright advantages of the multiple-choice test: ease, rapidity and objectivity of scoring; a fuller coverage of content since each item takes less time; reduction of important sources of chance errors; and (an important advantage over other objective tests such as true-false) reduction of the chances of correct guessing. In The Testing and Grading of Students, Milton and Edgerly (1976:37-38) consider similar advantages of multiple-choice items, particularly their greater reliability in terms of content and scoring.

Allowing for the drawbacks of the multiple-choice format, these advantages determined that the test for this study should be multiple-choice. John Scerba (1976) of the Miami-Dade Testing Department recommended four answer choices for each item. This number reduces chances of correct guessing, requires a certain amount of understanding of each item, and yet does not make each item impractically long. The functional literacy tests examined for this proposal used four answer choices whenever they were in a multiple-choice format and this is generally accepted as the best number for this type of test.

Over 100 multiple choice test items were constructed based on the objectives in Appendix C. From these, forty items were chosen on the basis of (1) how important the content is; (2) how frequently that skill or activity occurred in the lists of reading and writing activities contributed by students, faculty members, and school and community employees; and (3) how well constructed the item was.

When the test items were constructed, the test was assembled with these objectives in mind:

1. The format should be simple, clear, and readable.
2. The directions should be simple, clear, and minimal.
3. The test booklet should be reusable.
4. The answer form should be separate, to make the booklet reusable and to provide ease of scoring.
5. The number of items should allow students to complete the test in a fifty-minute class period easily enough so that the test is, in effect, not a timed test.

The original test, constructed according to these objectives, is found in its entirety in Appendix D.

PRODUCT EVALUATION

The functional literacy test developed for this study was evaluated in several ways. The evaluation information falls into three general categories: evaluation by a panel of experts, a pilot study (including validation questions for students and test item analysis), and the test author's personal evaluation based on criteria in Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments (Nafziger, et al., 1975).

PANEL OF EXPERTS

The original functional literacy test was sent to thirty-five people who were considered knowledgeable about major aspects of testing (especially criterion-referenced testing), reading, writing, educational objectives, functional literacy or needs of Miami-Dade students. With the test, they were sent a letter of explanation and a series of evaluation questions. A list of people who responded to the questions and evaluated the test (either in writing or in personal interviews), the letter of explanation, and the evaluation questions are in Appendix E.

The first evaluation question asks whether functional literacy is important enough to diagnose and provide learning materials for our students in those areas. All evaluators except one gave a yes response to this question. The one exception answered "I'm not sure." Most added a comment such as, "I'd like to know we were turning out graduates who could handle these items," or "By all means. This is what I have to work with every day." One person expressed some fear of finding out how important it might be. Two English Department faculty members responded that functional literacy was important but such materials should not have to be taught in regular college English classes.

The second question asks whether the test contains an accurate and relevant sample of reading materials which students must respond to. The great majority of the panel responded positively to this question with added comments such as, "I like the use of everyday school forms and supposedly male/female items," "No criticism at all. I can't think of anything to add and I certainly wouldn't take anything out. I think it's great!" "I think the selection of materials is excellent." About half of the evaluators thought of other types of items which they would consider, not more, but equally, important. One person again commented that most of the material was unsuitable for class work because school reading is mostly essays, fiction, and drama.

Question three asks whether the test measures what it says it does. Again, the response was almost completely positive. Typical comments were, "Overall, I think the selections are good ones. The areas used are practical and ones they should be able to do something with. It's a legitimate index of literacy." "I believe this to be an excellent measure of functional literacy. The readability is a proper level for our students." Several people commented on specific items that seemed to measure general prior knowledge and one person criticized the test for being too reading-oriented and not measuring functional writing enough.

The fourth question asks evaluators to comment on specific test items and is open for any kind of criticism. Many of these comments were positive and few were actually negative. Most offered suggestions for additions or reorganization. Two people questioned whether some of the items measured necessary skills (e.g., most men don't have to follow a recipe and most people don't read airline schedules), One person wanted the test itself to be more functional (i.e., the student should actually change a tire by following the directions). One person worried about the publicity the results of the test might get. Two ironically opposite remarks were, "What about including more advanced material?" and "Some of these are too difficult. The apartment lease is too hard."

In addition to the responses to the evaluation questions, the panel made many comments on specific items within the test itself. Many of these comments were simply positive approval. However, some were helpful suggestions for rewording to make sure the question would be understood correctly.

PILOT STUDY

A total of 135 students from five randomly selected sections of ENG 120 (composition) were given the original functional literacy test as a pilot study in the Fall term of 1976. The pilot test was administered by the author during one class period. The students who took the test were given follow-up questionnaires to be used for validation (see Appendix F) and the test responses were computer scored with item analysis of item discrimination and item difficulty (see Appendix G).

The first question the students were asked about the test was to list the items they found difficult to understand. Due to copying difficulties, the most frequently cited items pertained to a map which had print too light to read comfortably. The legal documents were also mentioned as being difficult. However, most students indicated that they understood the question even if they did not know the answer. Most students also responded that they completed the test in the class period without difficulty, though some said that the difficulty of reading the map made them take longer. Approximately 62 percent of the students in the pilot study said they did well on the test and could do these things in daily life. About 15 percent each said they did well on the test but were not sure they could do these things in life, or they did not do well on the test but thought they could do these things in life. Finally, about 2 percent felt they had done poorly on the test and also had trouble with these things in daily life. About 25 percent said they would like to work on functional literacy skills. A few students made additional suggestions for areas to be covered by the test, but most thought it was quite comprehensive and thorough.

The statistical data on the test results showed a Kuder-Richardson reliability of .83. It may be assumed that if the reliability were calculated for sub-tests (i.e., filling out forms, following directions, etc., according to the objectives in Appendix C) that the reliability would be higher. Most items had good item discrimination with five items needing some revision. Item difficulty ranged from .18 to .87 which indicates a wide range of difficulty. Complete statistical information from the pilot study is included in Appendix G.

EVALUATION ACCORDING TO NAFZIGER'S CRITERIA

Finally, the test author evaluated the test according to the criteria developed by Nafziger, et al (1975). Following are each of the criteria with answers applying to the test developed for this study.

Measurement Validity

a. Is information provided to indicate a rigorous selection of items and careful sampling of the behavior domain?

Yes, see Appendixes B and C.

b. Were any empirical procedures used for screening or selecting the items?

Yes. Item analysis and item difficulty (see Appendix G) and a panel of experts (see Appendix E).

c. Are the items tied into specified objectives or criteria?

Yes. See Appendix C.

d. Does the construct or type of behavior that the test purports to measure have a supportive base in linguistic, educational, psychological or learning theory?

Yes. See Review of the Literature.

e. Has the test been employed in experiments or evaluations?

Yes. See Results.

f. Are any concurrent validity studies (demonstrating correlation with some criterion measures obtained at the same time as the test) reported or specifically referred to in which the criteria (not other sources of the same test) are related in a meaningful way to the goal behavior to which the test was assigned?

Yes. The Nelson-Denny Reading Test (Form C).

g. Are any predictive validity studies (the criterion behavior--usually success in some area--is obtained after a stated time interval) reported or specifically referred to in which the criteria were related in a meaningful way to the goal behavior to which the test was assigned?

Yes. Grades in ENG 120. See Results.

Examinee Appropriateness

a. Does the test justify itself by explaining to the examinee in an honest manner its purpose, intent or recommended use?

Yes. See test directions in Appendix D.

b. Are the test items personally inoffensive and appropriate in terms of difficulty for adults in basic education or similar settings?

b. The test is appropriate for Miami-Dade College students.

c. Are the items relevant and interesting for adult examinees?

Yes. The panel of experts and the students in the pilot study frequently commented on the test as being interesting.

d. Are test instructions oral or written?

Instructions are written but an attempt was made to phrase questions and answers simply with a low reading level. However, there may be some confusion of behaviors being measured and competency in reading test instructions. This might be justified considering that reading tests is also part of the behavior expected in the life of a college student.

e. Are test instructions appropriate and comprehensible?

Yes. The panel of experts and the students in the pilot study revised the directions.

f. Are the instructions comprehensive in their description of task aspects?

Yes. However, they are necessarily quite general.

g. Do the test instructions provide illustrative sample items?

The sample is representative of the format but is easier than most of the test items.

h. Do the test pages (or materials) exhibit good layout designed to facilitate perception?

The layout is generally good though some materials go over the margins.

i. Is the physical appearance of the test of high quality?

The original test was not copied well but the revision appeared to have better quality.

j. Are oral instructions or items standardized?

The test has no oral items or oral instructions.

k. Is there coherence between item stems and answers?

Yes. All items are in the form of a question and the answers have parallel structure.

l. Are the time and pacing of the test appropriate?

The test is untimed. Only 76 percent of the validating group attempted all items on the pilot study but 88 percent of the sample group attempted all items on the revised test. Ideally, 90 percent should be able to complete all items.

m. What is the mode of examinee response?

Multiple choice, written response on machine-scored cards.

n. Is there a simple and direct connection between the item stem and the examinee's recording of a response?

Yes, the test uses standard computer answer cards.

Technical Excellence

a. Does the test have alternative form reliability?

No. Womer (1974) recommends internal reliability rather than alternative forms for a criterion-referenced test.

b. Does the test have test-retest reliability?

On individual items which appeared on both the original and the revised tests, item difficulty and item discrimination remained similar. The test has not been given twice to the same group.

c. Does the test exhibit internal consistency?

Yes. The test has a Kuder-Richardson reliability of .83.

d. Can the testing procedures be duplicated?

Yes. Administration, scoring, materials, time, and instructions are precisely delineated and easily replicable.

Administrative Usability

a. Who should administer the test?

Any regular educational program personnel could administer the test.

b. How long does it take to administer the test?

It is recommended that a fifty-minute class period be used for the test.

c. Is the manual clear and complete?

There is no manual as such, though all information is included in this study (i.e., purpose, uses and limitations of the test; clear administering and scoring directions; and description of test development and validation).

d. How many administrators or observers are needed to administer the test?

One administrator or observer can administer the test.

e. How easy and objective is the scoring?

The scoring is totally objective and is done by computer.

f. Who can interpret the test scores?

Regular teaching staff can interpret scores.

g. How great is the range of complexity or difficulty of the test?

Item difficulty ranged from .18 to .83 on the original test and from .33 to .93 on the revised test.

h. How diverse are the skills measured by the entire test?

There are no separately interpretable subtests and all items are multiple choice.

i. How clear and simple is the process of converting the raw scores to the interpreted score?

No interpretation is necessary.

j. How interpretable are the scores?

Scores of 30 to 40 are considered functionally literate. Scores of 20 to 29 are considered marginal and in need of improvement. Scores below 25 are considered functionally illiterate.

k. Are there scales of performance on real-life skills?

Yes. All skills included in the test are real-life skills.

l. Is the validating group representative of the national population of adults for whom the test was designed?

Yes. The test is intended specifically for Miami-Dade students. However, with or without minor adjustments it would be appropriate for students in urban, open-door, community colleges, of which the validating group is representative.

m. Is racial, ethnic or sex representation reported in the validation?

No.

n. Are alternate forms available?

No.

o. Are alternate forms comparable?

Not applicable.

p. Can decisions be made?

Yes. See(j) above.

Using information obtained from the panel of experts, the pilot study, and the evaluative criteria in Nafziger (1975), the functional literacy test was revised. The revised version of the functional literacy test for Miami-Dade students appears in its entirety in Appendix H.

THE RESEARCH SETTING

LOCATION

This study was conducted at Miami-Dade Community College, North Campus, in Miami, Florida. Miami-Dade is one of the largest community colleges in the country and is located in an urban area with high crime and high unemployment. Miami-Dade offers a wide variety of technical, vocational, and pre-four year college or university programs. An extremely diverse student population attends this "open-door" institution, including a high percentage of Cubans (first, second and third generations), Blacks, and out-of-state and foreign students. The students have a wide range of abilities, interests, experiences, and cultural and economic backgrounds.

POPULATION

The population for this study consisted of students who registered for English Composition (ENG 120) at Miami-Dade Community College, North Campus, during the Winter term of the 1976-77 school year.

SAMPLE

The sample for this study consisted of eighteen sequences of English Composition (ENG 120) selected to represent a variety of major time blocks. Specifically, three sequences each were tested in the night, Tuesday/Thursday afternoon, and Monday/Wednesday/Friday afternoon time blocks; four sequences were tested in the Tuesday/Thursday morning time block; and five sequences were tested in the Monday/Wednesday/Friday morning time block. This selection of sequences was considered preferable to choosing sequences at random because greater differences in the student population seem to exist in different time blocks than in different sequences in the same time block.

A total of fifty regular ENG 120 sequences were offered during the winter term of 1977. At the time the tests in this study were given roughly 1,300 students were registered in the fifty ENG 120 sequences. Although 284 students took the functional literacy test and 288 took the Nelson-Denny, only 240 (roughly 18 percent of the total registered for ENG 120) students took both of the tests and received a final grade in ENG 120.

PROCEDURES FOR COLLECTING DATA

During the fall term of 1976, the original functional literacy test (Appendix D) constructed for this study was administered to five English Composition (ENG 120) sequences chosen to represent major time blocks (Monday/Wednesday/Friday morning, Monday/Wednesday/Friday afternoon, Tuesday/Thursday morning, Tuesday/Thursday afternoon, and evening). This test was administered by the author in one class period. The tests were computer scored and item analysis (Appendix G) was used to revise the test.

The revised functional literacy test (Appendix H) constructed for this study was administered by the author in the winter term of 1977 to eighteen sequences of ENG 120 including 284 students. The test contains its own written directions which were read aloud by the tester.

The same eighteen ENG 120 sequences were given the Nelson-Denny Reading Test (Form C). This test consists of a one hundred item, ten minute vocabulary section and a thirty-six item, twenty minute comprehension section. Although approximately three hundred students were in attendance for this test, only 288 students'scores are part of this study. The remaining twelve had multiple answers which could not be corrected or computer scored.

Both of the tests were given between the ninth and the twelfth week of a sixteen week term. Both tests were administered by the author of the study for consistency of directions and attitude.

At the end of the term, the grades of all students who took both tests were collected for correlation with test scores.

PROCEDURES FOR TREATING DATA

The reliability of the functional literacy test developed for this study was measured by using the Kuder-Richardson formula 21 for interitem consistency. The Pearson Product-Moment Correlation Coefficient was used to compute the extent to which scores on the functional literacy test correlated with scores on the Nelson-Denny Reading Test (Form C) and with course grades in ENG 120. This information was also used both for determining the test's reliability and for providing information for English curriculum development.

All students who took the test were given the opportunity to see their scores so that they could use them as a diagnostic tool for working on weak areas. For purposes of this study, the original intent was that the teachers of the winter term sample groups would not see student scores so that these scores could not be used deliberately or subconsicously to determine grades. However, the teachers were told, in general, which areas were weakest for a class so that they could give extra instruction in that area if they wished. Eventually, teachers were given all student scores, with the understanding that they would not be used to determine grades. Because it was late in the term, this was not a problem as most grades were already fairly set. All English faculty were given over-all results of the study, including recommendations. The functional literacy test is available for future use by the English faculty with transparencies for reviewing the material. The General Education Committee and the Developmental Studies Task Force were given the results and recommendations of the study for possible applicability to other areas.

Future plans include a shorter follow-up test for students who score low on the one developed for this study. The follow-up test will probably use other types of responses (write-in, short essay, completing forms, etc.) to determine more exactly what the student's problems are. Then, specific individualized learning modules which were directed toward each area of the test will be developed to work on each skill.

RESEARCH QUESTIONS

In addition to developing and evaluating a criterion-referenced functional literacy test for Miami-Dade students, this study was intended to answer the following questions:

1. What is the reading level average and range of Miami-Dade students as measured by a standardized reading test? The Nelson-Denny Reading Test, Form C, was administered to 300 students in English Composition (ENG 120) classes and computer scored to answer this question. The scores were reported as raw scores, percentiles, and grade levels.
2. How will Miami-Dade students score on a criterion-referenced functional literacy test? The functional literacy test developed for this study was administered to 284 students in ENG 120 classes and computer scored to answer this question.

3. What will be the relationship between student scores on a functional literacy test and their grades in composition courses? ENG 120 course grades for students taking the functional literacy test and the Nelson-Denny Reading test were collected at the end of the term and the Pearson Product-moment correlation was used to answer this question.
4. What will be the relationship between student scores on a functional literacy test and their scores on a standardized reading test? The Pearson product-moment correlation was used to answer this question.

CHAPTER 4

PRESENTATION AND ANALYSIS OF RESULTS

The most obvious result of this study is the development of a functional literacy test for Miami-Dade students. The test in Appendix H is available to Miami-Dade faculty for class use. Further revisions and accompanying learning packets are planned. The test may be used for diagnosis in ENG 120 and a faculty member in Community College Studies (a special program for under-prepared students at Miami-Dade North) has asked to use the test for diagnosis in that department. However, the main emphasis of the following is a presentation and analysis of the data which was generated by the procedures used to answer the research questions.

The first question: What is the reading level average and range of Miami-Dade students as measured by a standardized reading test? The Nelson-Denny Reading Test (Form C) was administered to answer this question. Approximately three hundred students took this test but twelve had multiple answers marked and their tests could not be scored. The following data refers to 288 students in ENG 120 classes.

The Nelson-Denny has a vocabulary section of one hundred items. The raw scores of students taking the test for this study ranged from five to ninety-seven on the vocabulary section. The mean score was 28.61, which is equivalent to grade level 13.4. Raw scores on the comprehension section ranged from two to sixty-two with a mean score of 33.27 which is equivalent to a grade level of

11.2. The overall raw scores for the Nelson-Denny ranged from nine to 159. The overall mean score was 61.88 which is equivalent to a grade level of 12.5. The reading level average is 12.5 with a range which extends from well below sixth grade level to well above fifteenth grade level. Almost half (142) of the students scored at the twelfth grade level or above, and slightly more than half (146) below twelfth grade. Figure 1 includes complete scoring information on the Nelson-Denny. Figure 2 shows the overall raw score and percentile equivalents for each grade level. Figure 3 indicates the number of students at each grade level.

FIGURE 1

NELSON-DENNY

FORM C

TEST SECTION	MEAN SCORE	GRADE EQUIVALENT	STANDARD DEVIATION	SUM OF SCORES	SUM OF SQUARES	NUMBER OF TESTS SCORED
VOCABULARY	28.61	13.4	17.18	8240.	320722.	288.
COMPREHENSION	33.27	11.2	13.07	9582.	367972.	288.
TOTAL	61.88	12.5	28.05	17822.	1329526	288.

NELSON-DENNY SCORING--OVERALL RESULTS

FIGURE 2

NELSON-DENNY SCORING

GRADE LEVEL	RAW SCORE	PERCENTILE
15+	94 - 159	77 - 99
14.0	81	62
13.0	66	38
12.0	58	27
11.0	53	19
10.0	47	13
9.0	42	8
8.0	36	5
7.0	31	2
6.0	25	1
6-	9 - 24	1

RAW SCORES AND PERCENTILES FOR EACH GRADE LEVEL

FIGURE 3

GRADE LEVEL	NUMBER OF STUDENTS WITH SCORES AT THIS LEVEL
15+	39
14+	30
13+	41
12+	32
11+	24
10+	28
9+	20
8+	21
7+	14
6+	21
6-	18
TOTAL	288

NUMBER OF STUDENTS SCORING AT EACH GRADE LEVEL ON THE NELSON-DENNY

The computer scoring program for the Nelson-Denny does not distinguish grade levels above grade 15 or below 6. Therefore, the raw scores which are equivalent to 15+ and 6- may be of particular interest. Several aspects of the testing situation should be considered in interpreting the Nelson-Denny scores. Scores might tend to be higher than what would be expected of entering freshmen because the test was given late in the term and the most unprepared students may have already dropped out, while the others may have become better readers and more functionally literate. Also, the students may be test-wise to some extent. Only two of the students tested said they had taken some form of the Nelson-Denny, but most said they had taken similar vocabulary and comprehension tests. On the other hand, scores were probably lower than they would have been if the students had more motivation. The students' only reward was the virtue of attending class and the knowledge of their scores. One teacher reported being told by a student that he did not really try because he knew it would not count as part of his grade.

Since other students report that tests which do count for a grade make them so nervous they cannot do well, it is difficult to know how much influence the situation has on scoring.

The Developmental Studies Program at Miami-Dade will be looking particularly at students who score below ninth grade reading level, as this is considered to be the level at which students can succeed in college if they have good study skills and high motivation. If they score below ninth grade, they may not be able to succeed at all. In this study, seventy-four of the 288 students taking the Nelson-

FIGURE 4

PEARSON CORRELATION COEFFICIENTS

	VARIABLE 1	VARIABLE 2	VARIABLE 3	VARIABLE 4	VARIABLE 5
VARIABLE 1	1.0000 (0) S=0.001	0.7188 (239) S=0.001	0.9473 (239) S=0.001	0.5262 (239) S= 0.001	0.4111 (239) S=0.001
VARIABLE 2	0.7188 (239) S=0.001	1.0000 (0) S=0.001	0.9037 (239) S=0.001	0.6082 (239) S=0.001	0.3699 (239) S=0.001
VARIABLE 3	0.9473 (239) S=0.001	0.9037 (239) S=0.001	1.0000 (0) S=0.001	0.6045 (239) S=0.001	0.4237 (239) S=0.001
VARIABLE 4	0.5262 (239) S=0.001	0.6082 (239) S=0.001	0.6045 (239) S=0.001	1.0000 (0) S=0.001	0.4367 (239) S=0.001
VARIABLE 5	0.4111 (239) S=0.001	0.3699 (239) S=0.001	0.4237 (239) S=0.001	0.4367 (239) S=0.001	1.0000 (0) S=0.001

	CASES	MEAN	STANDARD DEVIATION
VARIABLE 1: VOCABULARY RAW SCORE	239	28.3891	17,2633
VARIABLE 2: COMPREHENSION RAW SCORE	239	33.4728	12.9215
VARIABLE 3: OVERALL RAW SCORE	239	61.8619	28.0297
VARIABLE 4: FUNCTIONAL LITERACY TEST SCORE	239	28.3849	5.7936
VARIABLE 5: ENG 120 GRADE	239	2.8870	1.0370

Denny (over 25 percent) scored below ninth grade level.

The second question: How will Miami-Dade students score on a criterion-referenced functional literacy test? The criterion-referenced functional literacy test for Miami-Dade students (Appendix H) developed for this study was administered to 284 students to answer this question. These students were in the same class sequences that took the Nelson-Denny (Form C). The functional literacy test had forty items. The highest score obtained was 40 correct and the lowest score obtained was 4 correct. The median score was 29 and the mean score was 27.567. Scores of 30 to 40 correct items was established as the criterion for functional literacy and 131 students were in this category. Scores of 25 to 29 correct items were considered marginal and seventy-four students were in this category. A score below 24 correct items was considered as functionally illiterate and seventy-nine students were in this category. The criterion was determined by scoring information from the pilot study, criteria used on other functional literacy tests, and the recommendations of testing and reading specialists. Complete scoring information is included in Figure 4. Complete item analysis may be found in Appendix I.

One problem with the interpretation of the scores on the functional literacy test is that only 88 percent of the students completed it in the class period. The test is intended to be untimed, allowing the student as much time as needed. At least 90 percent of the students being tested should be able to complete an untimed test. In addition, some of the students who did finish may have been rushed.

None of the students taking the functional literacy test reported having seen or taken such a test before. Many found the test interesting and got in discussions about various items after the test was over. In every class students came to the tester afterward to ask the correct answer to particular items or to find out how to determine the correct answer. Many students seemed to feel that they had done better than they actually had. This was probably due to the familiarity of the material (as contrasted to some rather esoteric reading material on the Nelson-Denny) which caused them to answer hastily and make careless errors. This, of course, is much of the reason for the thousands of wrong numbers dialed, wrong sizes ordered, wrong spellings of the names listed, wrong planes caught, wrong amount of shortening in the cake baked, etc.

The third and fourth questions will be discussed together: What will be the relationship between student scores on a functional literacy test and their grades in composition courses? What will be the relationship between student scores on a functional literacy test and their scores on a standardized reading test? To answer this question a correlation coefficient was found for five variables (the vocabulary score, the comprehension score, and the total score on the Nelson-Denny; the score on the functional literacy test; and the course grade for English Composition ENG 120) using the Pearson r for Product-Moment Correlation Coefficient. A total of 239 students took both tests and completed ENG 120. The correlation coefficient for functional literacy test scores and course grades in ENG 120 was 0.4367 and that for functional literacy test scores and Nelson-Denny overall test scores was 0.6045. A correlation coefficient of 0.2 would be considered significant so both of these correlations are high. Even more significant is that the correlation coefficient for functional literacy test scores and ENG 120 course grades (r = 0.4367) is higher than that for Nelson-Denny overall test scores and ENG 120 course grades (0.4237). Complete correlation coefficient information is in Figure 4.

As was expected, some students made passing grades in ENG 120 but scored below 25 on the functional literacy test. A total of forty-seven students scored below 25 on the functional literacy test and received at least a C grade in ENG 120. Undoubtedly, this may be due in part to more effort being put into the course than was put into the test due to the difference in motivation. Another factor is that ENG 120 courses teach essay writing, not the type of functional literacy skills which were being tested.

Only nine students who received grades of D or F in ENG 120 scored above 25 on the functional literacy test. Seven of these scored well above ninth grade on the Nelson-Denny, so presumably their poor grades were due to poor study skills or lack of motivation. The other two students scored barely 25 on the functional literacy test and in the eighth grade range on the Nelson-Denny. Of the thirty-nine students who scored at grade level 15 and above, all except three got a score of at least 30 on the functional literacy test and an ENG 120 grade of *A* or *B*. The remaining three got above 25 on the functional literacy test.

Because of the number of students in this study who scored below ninth grade reading level (25 percent) and the number who scored below the criterion for functional literacy (53 percent) and the high correlation coefficient of functional literacy scores and Nelson-Denny scores and ENG 120 course grades, this study has been of interest to the English Department and the Developmental Studies Program. The test developed for this study may be used for diagnosis in ENG 120 and developmental studies classes.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

This study has a number of implications for the English Department and possible wider significance for the entire college. As expected, student scores on the functional literacy test had a high correlation with their scores on a standardized reading test and with their grades in ENG 120. Many of the skills required for success in these three areas are similar and students who are highly motivated and independent tend to do well in all three areas, while students with basic skills deficiencies and a general failure syndrome tend to do poorly in all three areas. Similar skill requirements for the functional literacy test, a standardized reading test, and ENG 120 classes would include basic word recognition, interpretation of written material, ability to understand directions, and appropriate response to what is read by marking correct answers. In spite of the high overall correlation in all three areas, all possible variations occurred on an individual basis.

These individual variations have their own implications. Individual scores are useful for formative evaluation in assessing student needs and diagnosing areas in which a student needs work. The functional literacy test can also be useful for summative evaluation in determining whether students have achieved a level of competency in functional literacy.

Because of the number of students scoring below the ninth grade reading level on the Nelson-Denny and below the criterion for functional literacy on the functional literacy test, it is recommended that students be diagnosed in academic reading and functional literacy. A portion of the Nelson-Denny may be used for assessment when students enter the college. Since the functional literacy test scores have a higher correlation with ENG 120 grades than the Nelson-Denny does, it is recommended that the functional literacy test be used for diagnosis in English classes at the beginning of the term.

It is recommended that a number of changes be made in the functional literacy test. Several items should be revised based on item analysis information in Appendix I. The criterion for functional literacy should be established according to the suggestions from Norvel Northcutt's letter in Appendix J. Some items might be shortened to ensure that at least 90 percent of the students could finish it easily in a fifty minute class period. Some of the weaker test items might be replaced with items on driving and income tax forms as these were the two areas most often suggested as additions to the test.

The test could be considered more valid if further study showed a clear connection between ability to score well on the functional literacy test and ability to respond to the test materials when they are found in everyday life. For example, a student who answers the test questions about the blank check correctly, should be able to fill out a check correctly; a student who cannot answer these test questions correctly should not be able to fill out a check correctly. It is recommended that a study be done to determine the correlation between these test items and the actual real life behavior they are meant to represent.

It is also recommended that a short answer test be developed for functional literacy and that other types of items be included. This test included only skills which might conceivably be taught in an English composition class. Any numbers used in the test were used for reading numbers (recognizing them as symbols of meaning), not for computation. However, a similar computation test could be developed to test functional computation ability.

Forty-seven students made passing grades in ENG 120 but not acceptable scores on the functional literacy test. This was possibly a result of the fact that most college teachers tend to take certain skills for granted (such as ability to alphabetize, fill out blanks, or follow directions) and make no attempt to assess them or teach them. Students may be capable of doing the minimal writing required for a C (especially if the writing is not done in class), but incapable of writing a check properly or looking up a name in the phone book. Such information could be significant for some curriculum changes in ENG 120. There is a tendency to have a set attitude about what "college English" should be and teachers may need to realize that writing a 500-word essay or identifying short story authors are skills which mean little to someone who cannot figure out the instructions on the washing machine. This argument should in no way be taken as diminishing the importance of literature and more complex writing skills. It is simply an application of Maslow's hierarchy of needs (1974:247) which would put literature at the top of the hierarchy, but, at the same time, insists that survival needs must be met first before any other needs can be fulfilled. The most important point here is that all studies should have some purpose which is evident and meaningful to the student.

It is also recommended that all departments--not just English--give attention to academic reading and functional literacy skills, especially those skills which are particular to each academic area. Reading instructor Ernestine Cole (1976) advises that students can handle material which is above their reading level if they are given study guides or outlines and told what to look for in their reading. Individualized modules may be the most useful way to improve functional literacy skills without taking class time for material which several English teachers felt should not be part of the college curriculum. The techniques used by Whimbey (1976) in Intelligence Can Be Taught may also be useful for both academic reading and functional literacy.

The use of functional literacy materials and instruction may help the academically underprepared and unmotivated students to see the value of literacy in general. If they realize that careful reading and good comprehension can help them in the real world, academic reading may begin to seem useful as well. Since many of the underprepared or unmotivated tend to be more visually literate due to watching television instead of reading, the use of media to teach functional literacy may be effective.

The significance of this study to the college as a whole may be seen in two major areas. The first is in the emphasis on real-life skills. R. Mirabeau (1976), Dean of Arts and Sciences at Miami-Dade, has called for a general education program which deals with survival skills to help students cope with real-life problems. The General Education Committee at Miami-Dade (1976:15-18) has defined the goals of general education to include "Acquiring the skills necessary to function effectively," and "Understanding and functioning effectively in the social and natural environment." The objectives for these goals are closely connected with survival or coping skills. This study may provide an indication of the need (or lack of it) for teaching survival skills at the community college, and of the level at which such skills should be taught.

The second way in which this study may be significant to the whole college is in the area of competency-based education. Miami-Dade is currently beginning work for a competency-based approach as one option for general education students. C. Asbury (1976), Chairman of General Education, has stated that Miami-Dade will offer a competency-based option within the General Education program in the near future. The functional literacy test developed for this study is appropriate to a competency-based system and may provide a model for measuring competencies in other areas.

Finally, it should be mentioned that most functional literacy tests developed so far have been used for studies of adults who are undereducated and underemployed or in some way considered to be functioning inadequately in society. As Miami has a high rate of unemployment and crime, Miami-Dade serves a community with many such inadequately functioning adults. The test, other materials, and information from this study could be useful to the college in its efforts to serve the community.

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APPENDIXES

APPENDIX A

Tests of Functional Literacy
Examined for this Study

1. Adult Basic Learning Examination ABLE)
   Harcourt, Brace Jovanovich, Inc.

2. Adult Basic Reading Inventory
   Scholastic Testing Service

3. Adult Functional Literacy Reading Test (Form C)
   Renken Associates, Inc.
   (This test is a revised commercial version of
   The Basic Reading Skills Mastery Test)

4. Adult Performance Level Functional Literacy Test (APL)
   Dr. Norvell Northcutt

5. Adult APL Survey
   The American College Testing Program

6. An Informal Reading Inventory for Use by Teachers of Adult
   Basic Education
   Office of Adult Basic Education, State Department of Education,
   New Hampshire

7. Basic Occupational Literacy Test (BOLT)
   U. S. Department of Labor

8. Basic Reading Skills Mastery Test
   Services for Educational Evaluation, Inc.

9. Cyzyk Pre-Reading Inventory
   Janet L. Cyzyk

10. Everyday Skills Test
    McGraw-Hill

11. General Education Performance Index (GEPI)
    Steck-Vaughn Company

12. Harris Graded Word List and the Informal Textbook Test
    Adult Continuing Education Resource Center
    Montclair State College

13. Idaho State Penitentiary Reading Inventory
    The Reading Education Center
    Boise State University

14. Individual Reading Placement Inventory
    Follett Publishing Company

15. Initial Testing Locator Tests
    Adult Continuing Education Resource Center
    Montclair State College

16. Reading Evaluation--Adult Diagnosis (READ)
    Follett Publishing Company

17. Reading/Everyday Activities in Life (R/EAL)
    CAL Press, Inc.

18. SRA Reading Index
    Science Research Associates, Inc.

19. Tests of Adult Basic Education (TABE) Level E
    CTB/McGraw-Hill

20. Wisconsin Test of Adult Basic Education (WITABE)
    Rural Family Development
    University of Wisconsin

APPENDIX B

Materials in the Miami-Dade Student's Everyday Life which Require Functional Literacy

I. Advertisement

- A. Illustrated
  1. Department store
  2. Yellow pages
  3. Food store*
  4. Magazine
  5. Political
- B. Classified
  1. Want ads*
  2. Real Estate
  3. For Sale
  4. Legals
  5. Personals
  6. Autos, etc.

II. Schedules and Tables

- A. Schedules
  1. Entertainment
     - a. Movies
     - b. T.V. and/or radio guide*
  2. Transportation
     - a. Bus*
     - b. Plane*
     - c. Train
  3. Work
  4. School*
- B. Tables
  1. Health
  2. Government
  3. Economics

III. Visuals

- A. Signs (with some words and other symbols, short, usually read quickly in passing)
  1. Road signs
  2. Billboards
  3. Airport signs
  4. Prohibitions (Don't walk on grass, No Parking, etc.)

- B. Maps
    - 1. City/Street*
    - 2. Road
    - 3. Country
    - 4. Global
    - 5. Weather
    - 5. Zip codes*
    - 6. Area codes
- C. Other Visuals
    - 1. Ruler
    - 2. Clock
    - 3. Thermometer
    - 4. Compass

IV. Blanks and Forms

- A. Order blanks
- B. Banking forms (check book, etc.)*
- C. Car registration
- D. Tax forms
- E. Applications
    - 1. Job
    - 2. Credit
    - 3. School*
- F. Entry forms
    - 1. Doctor, Dentist, Hospital
    - 2. Contests

V. Directions

- A. Recipes*
- B. Owners' Manuals*
- C. Use of tools, etc.
- D. Sewing (patterns)
- E. Test directions
- F. Directions for going somewhere, etc.
- G. Registration instructions *
- H. Income tax instructions
- I. First aid and other emergencies*
- J. Labels
    - 1. Clothing care labels
    - 2. Medicine labels
    - 3. Food preparation labels

VI. Legal/Technical

A. Sales contract
B. Lease*
C. Guarantee
D. Insurance Policy *
E. Contracts for loans, etc.
F. Divorce papers
G. Traffic ticket

VII. Lists

A. Alphabetized Listings

1. Phone book*
2. Dictionary*
3. Encyclopedia
4. Book Indices*
5. Library card catalogue*

B. Categorized Listings

1. Yellow pages
2. Want ads
3. Book Table of Contents*
4. Catalogues
5. Menus

VIII. Miscellaneous longer Non-fiction

A. News stories
B. Political material
C. Notices

1. Public service information (trash collection and other services)
2. Elections

D. Information necessary for healthful, safe living

1. Civil Defense information*
2. Crime prevention information*
3. First aid information
4. Nutritional information

E. Letters

* These items appear in the test developed for this study.

APPENDIX C

Behavioral Objectives for a Criterion-Referenced Functional Literacy Test for Miami-Dade Students

Filling Out Forms

1. Given an pplication for admission, the student will be able to identify the appropriate steps in filling it out.

2. Given a blank check, the student will select the correct information that goes in a specified blank on the check.

Following Directions

3. Given instructions for registration, the student will be able to
    a) choose the appropriate next step in registering.
    b) make a judgment about the best source of further information.

4. Given a diagram and written instructions from an owner's manual, the student will be able to identify the appropriate steps in a procedure for using, servicing, or repairing the item as directed.

5. Given a recipe, the student will be able to
    a) estimate the time needed for preparation.
    b) identify the correct amount of specified ingredients.
    c) identify the correct procedure to follow.

Interpreting Schedules

6. Given a page from a course selection handbook, the student will be able to choose appropriate courses with regard to time, credit, sequence number, pre-requisites, and restrictions.

7. Given a television schedule, the student will be able to identify information (such as time, channel, and type of program) in order to choose which channel to watch at what time.

8. Given a sign indicating a store's hours, the student will be able to determine when the store opens and closes on a given day.

9. Given an airline schedule, the student will be able to
    a) identify times of arrival and departure.
    b) identify airports of arrival and departure.
    c) determine the number of flights to a given location.
    d) identify flight numbers.

10. Given a bus schedule, the student will be able to locate the correct stops to ___________; determine what time the bus reaches a given location from another given location.

Using Telephone Directories

11. Given a page from the campus phone book (including directions for on-or off-campus calls), the student will be able to choose the correct prefixes and numbers for on-or off-campus calls to a given staff member of department.

12. Given a page from the city telephone directory, the student will be able to locate specified information (such as addresses, night or Sunday numbers, regular numbers, alphabetized name listings, etc.) in order to select the correct number.

Cross-referencing

13. Given a page of listings and a zip code map from the city phone directory, the student will be able to determine the zip code for a given home or business by locating the address on the listings page and determining the zip code for that address on the zip code map.

14. Given a Recommended Daily Allowances for essential nutrients and a vitamin table or food label which includes all dietary information, the student can determine which RDA requirements are met by the given tablet or food.

Reading Maps

15. Given a map of a section of Miami, the student will be able to
    a) identify major dividing streets.
    b) judge distances by using the mileage key.
    c) determine which direction to go or what street to take from one location to another.
    d) recognize streets by more than one name as applicable.

Reading Labels

16. Given food labels, the student will be able to identify requested information (number of calories, servings, size, etc.).

Locating reference or textbook information

17. Given a section of a textbook index, the student will be able to locate appropriate information on a specified topic by headings and page numbers.

18. Given a specific word, the student will be able to identify the dictionary entry words it would fall between.

19. Given lists of names, the student will be able to identify which name would come first in a library card catalogue.

20. Given a list of words, the student will be able to choose the correctly alphabetized order.

21. Given a general topic, the student will be able to determine the most appropriate card catalogue heading under which to find information on the subject.

Interpreting legal documents

22. Given a section of an insurance policy, the student will be able to
    a) identify what damages are covered according to the given section of the policy.
    b) determine the amount of coverage.

23. Given a section of an apartment lease, the student will be able to
    a) comprehend the terminology (such as, dispossessed, sublet, lessee, etc.).
    b) determine the conditions of the lease by identifying the consequences of violation.

Comprehending informative non-fiction

24. Given a passage of information (from a Civil Defense Handbook, First Aid Manual, etc.), the student will be able to
    a) choose the most important idea (or step or instruction).
    b) identify appropriate conditions for certain behavior (i.e., do this, if ...).

Reading Ads

25. Given a section of want ads, the student will be able to
    a) select the best job according to specified time, salary, experience, etc.
    b) determine requirements of a specified job.

26. Given a food ad, the student will be able to
    a) identify food according to given categories (i.e., meat. vegetables, beverages, etc.).
    b) identify prices and sizes from smallest to largest.

APPENDIX D

A FUNCTIONAL LITERACY TEST

Prepared for Miami-Dade Community College Students

by Louise Noah Skellings

Rationale: This is a test of functional literacy which means that it is intended to measure your ability to understand, interpret, and respond to the written communication of everyday life. It is not meant to be hard or easy, but to be a realistic sample of actual material from daily life.

Directions: Do not mark on the test booklet. Mark the best answer with a testing pencil on the answer card. For each group of questions you will first read a section of some material taken from everyday life. Then you will choose the best answer to questions about what you have read. Imagine that you are in a real-life situation where you must make a decision based on what you have read. If you are not sure of the answer, use your common sense and do the best you can.

Sample Question: This is a label from a bottle of medicine.

> Patient: Bessie Marie Tix
> Doctor: N. Benson-Juniper
>
> Take two tablets each morning.
>
> Refill: 6 times

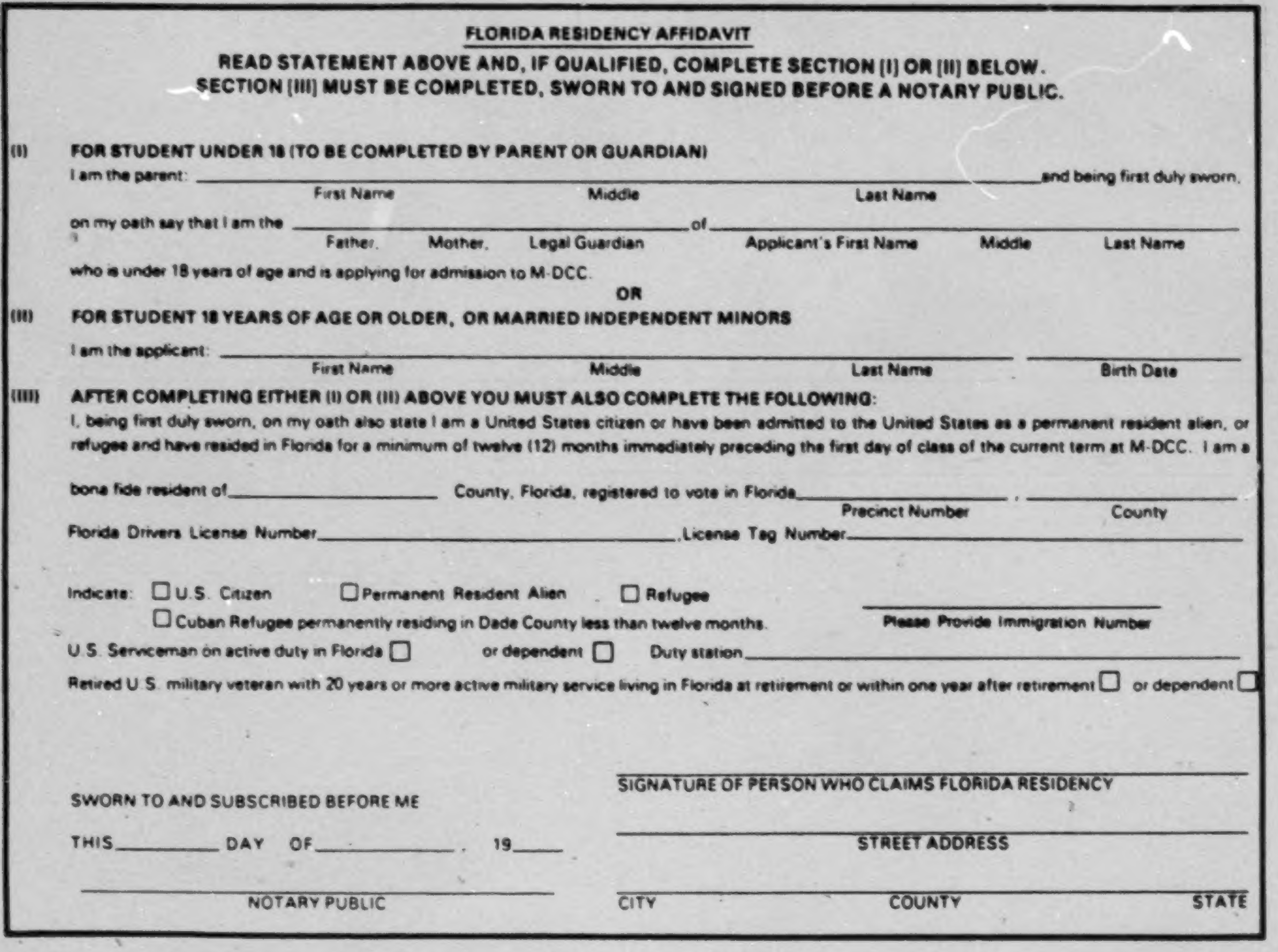
Q. What time of day should the tablets be taken?

a. At mealtime
b. At bedtime
c. In the morning
d. In the late afternoon

The best answer is c.

If you have a question, please ask the examiner.

This is a section from the application for admission to Miami-Dade Community College.



FLORIDA RESIDENCY AFFIDAVIT

READ STATEMENT ABOVE AND, IF QUALIFIED, COMPLETE SECTION (I) OR (II) BELOW.
SECTION (III) MUST BE COMPLETED, SWORN TO AND SIGNED BEFORE A NOTARY PUBLIC.

(I) FOR STUDENT UNDER 18 (TO BE COMPLETED BY PARENT OR GUARDIAN)

I am the parent: ______________________ and being first duly sworn,
First Name Middle Last Name

on my oath say that I am the ______________________ of ______________________
Father, Mother, Legal Guardian Applicant's First Name Middle Last Name

who is under 18 years of age and is applying for admission to M-DCC.

OR

(II) FOR STUDENT 18 YEARS OF AGE OR OLDER, OR MARRIED INDEPENDENT MINORS

I am the applicant: ______________________ ______________
First Name Middle Last Name Birth Date

(III) AFTER COMPLETING EITHER (I) OR (II) ABOVE YOU MUST ALSO COMPLETE THE FOLLOWING:

I, being first duly sworn, on my oath also state I am a United States citizen or have been admitted to the United States as a permanent resident alien, or refugee and have resided in Florida for a minimum of twelve (12) months immediately preceding the first day of class of the current term at M-DCC. I am a

bona fide resident of ______________ County, Florida, registered to vote in Florida ______________ , ______________
Precinct Number County

Florida Drivers License Number ______________________ , License Tag Number ______________________

Indicate: ☐ U.S. Citizen ☐ Permanent Resident Alien ☐ Refugee
☐ Cuban Refugee permanently residing in Dade County less than twelve months. ______________ Please Provide Immigration Number

U.S. Serviceman on active duty in Florida ☐ or dependent ☐ Duty station ______________________

Retired U.S. military veteran with 20 years or more active military service living in Florida at retirement or within one year after retirement ☐ or dependent ☐

____
SIGNATURE OF PERSON WHO CLAIMS FLORIDA RESIDENCY

SWORN TO AND SUBSCRIBED BEFORE ME

THIS __________ DAY OF ______________ , 19____

____
STREET ADDRESS

____
NOTARY PUBLIC

____
CITY COUNTY STATE

1. If you are over 18, how should you fill out the application form?

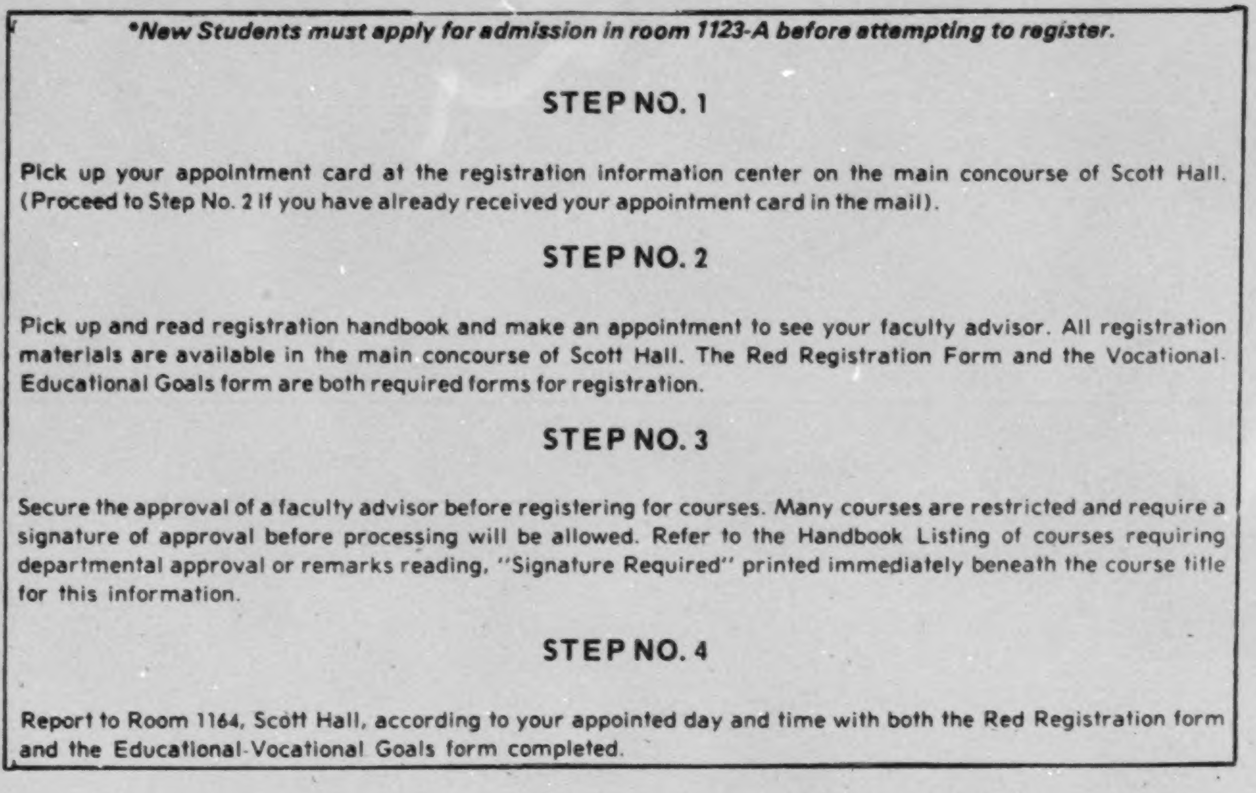
   a. Your parents should fill out section [1] and you should do the rest by yourself.

   b. You should fill out all three sections yourself.

   c. You should fill out section [11], then fill out section [111] in front of a notary public.

   d. You should fill out section [11] only.

This is a section from the steps to registration at Miami-Dade.



New Students must apply for admission in room 1123-A before attempting to register.

STEP NO. 1

Pick up your appointment card at the registration information center on the main concourse of Scott Hall. (Proceed to Step No. 2 if you have already received your appointment card in the mail).

STEP NO. 2

Pick up and read registration handbook and make an appointment to see your faculty advisor. All registration materials are available in the main concourse of Scott Hall. The Red Registration Form and the Vocational-Educational Goals form are both required forms for registration.

STEP NO. 3

Secure the approval of a faculty advisor before registering for courses. Many courses are restricted and require a signature of approval before processing will be allowed. Refer to the Handbook Listing of courses requiring departmental approval or remarks reading, "Signature Required" printed immediately beneath the course title for this information.

STEP NO. 4

Report to Room 1164, Scott Hall, according to your appointed day and time with both the Red Registration form and the Educational-Vocational Goals form completed.

2. If you get an appointment card in the mail, what is your next step?

   a. Pick up an appointment card in the information center.

   b. Get your faculty advisor's signature on the red form.

   c. Read the registration handbook.

   d. Report to room 1123-A.

3. What is the best source of information about registration?

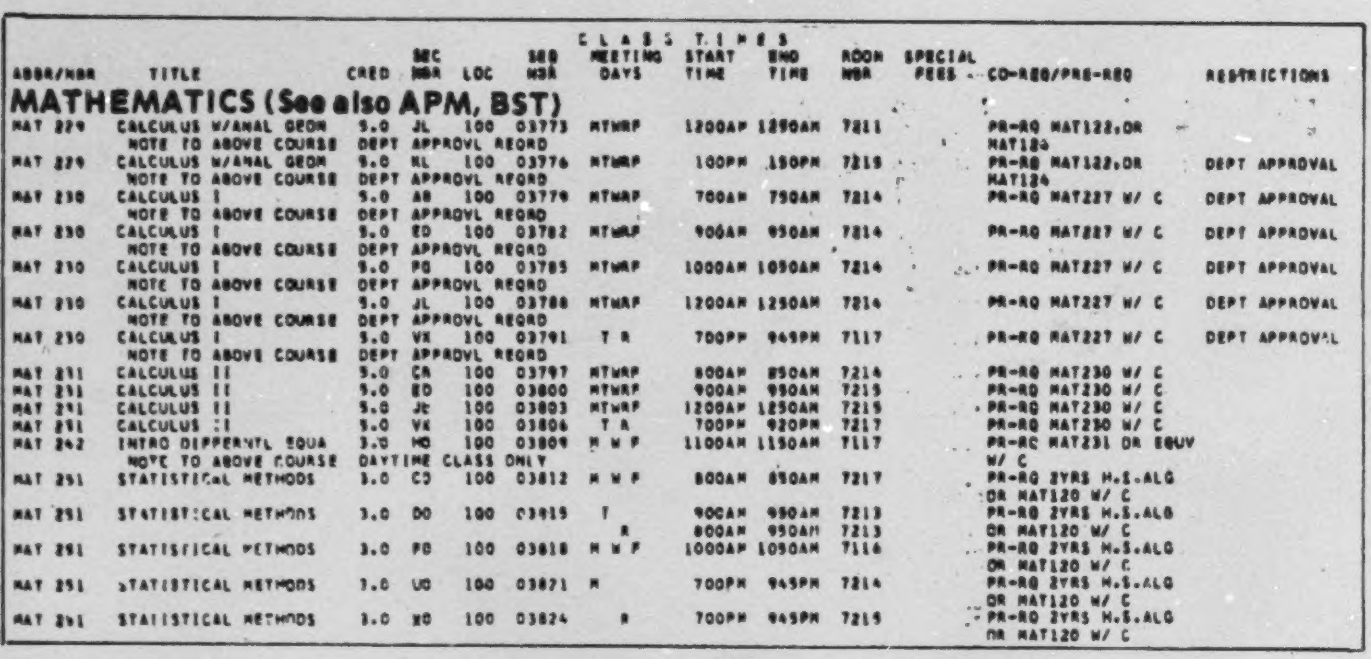
   a. Room 1164

   b. The Red Registration form

   c. A faculty advisor

   d. The registration information center

This is a section from the course selection handbook at Miami-Dade.



						CLASS TIMES						
ABBR/NBR	TITLE	CRED	SEC NBR	LOC	SEQ NBR	MEETING DAYS	START TIME	END TIME	ROOM NBR	SPECIAL FEES	CO-REQ/PRE-REQ	RESTRICTIONS
MATHEMATICS (See also APM, BST)												
MAT 229	CALCULUS W/ANAL GEOM	5.0	JL	100	03773	MTWRF	1200AM	1250AM	7211		PR-RQ MAT122,OR MAT124	
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 229	CALCULUS W/ANAL GEOM	5.0	KL	100	03776	MTWRF	100PM	150PM	7215		PR-RQ MAT122,OR MAT124	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 230	CALCULUS I	5.0	AB	100	03779	MTWRF	700AM	750AM	7214		PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 230	CALCULUS I	5.0	ED	100	03782	MTWRF	900AM	950AM	7214		PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 230	CALCULUS I	5.0	FG	100	03785	MTWRF	1000AM	1050AM	7214		PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 230	CALCULUS I	5.0	JL	100	03788	MTWRF	1200AM	1250AM	7214		PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 230	CALCULUS I	5.0	VX	100	03791	T R	700PM	945PM	7117		PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD										
MAT 231	CALCULUS II	5.0	CA	100	03797	MTWRF	800AM	850AM	7214		PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	ED	100	03800	MTWRF	900AM	950AM	7215		PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	JL	100	03803	MTWRF	1200AM	1250AM	7215		PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	VX	100	03806	T R	700PM	920PM	7217		PR-RQ MAT230 W/ C	
MAT 242	INTRO DIFFERNTL EQUA	3.0	HO	100	03809	M W F	1100AM	1150AM	7117		PR-RQ MAT231 OR EQUV W/ C	
	NOTE TO ABOVE COURSE	DAYTIME CLASS ONLY										
MAT 251	STATISTICAL METHODS	3.0	CJ	100	03812	M W F	800AM	850AM	7217		PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	DO	100	03815	T	900AM	950AM	7213		PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
						R	800AM	950AM	7213			
MAT 251	STATISTICAL METHODS	3.0	FG	100	03818	M W F	1000AM	1050AM	7116		PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	UO	100	03821	M	700PM	945PM	7214		PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	XO	100	03824	R	700PM	945PM	7215		PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	

4. If you want to take Calculus I, which of the following is not true?

   a. You must have successfully completed MAT 227.

   b. You will get five credits if you pass the course.

   c. You must have departmental approval.

   d. You can take the course on any night of the week.

5. If you want to take MAT 229 and you have to work from 4:00 to 12:00 in the morning, which sequence number is the best one for you to take?

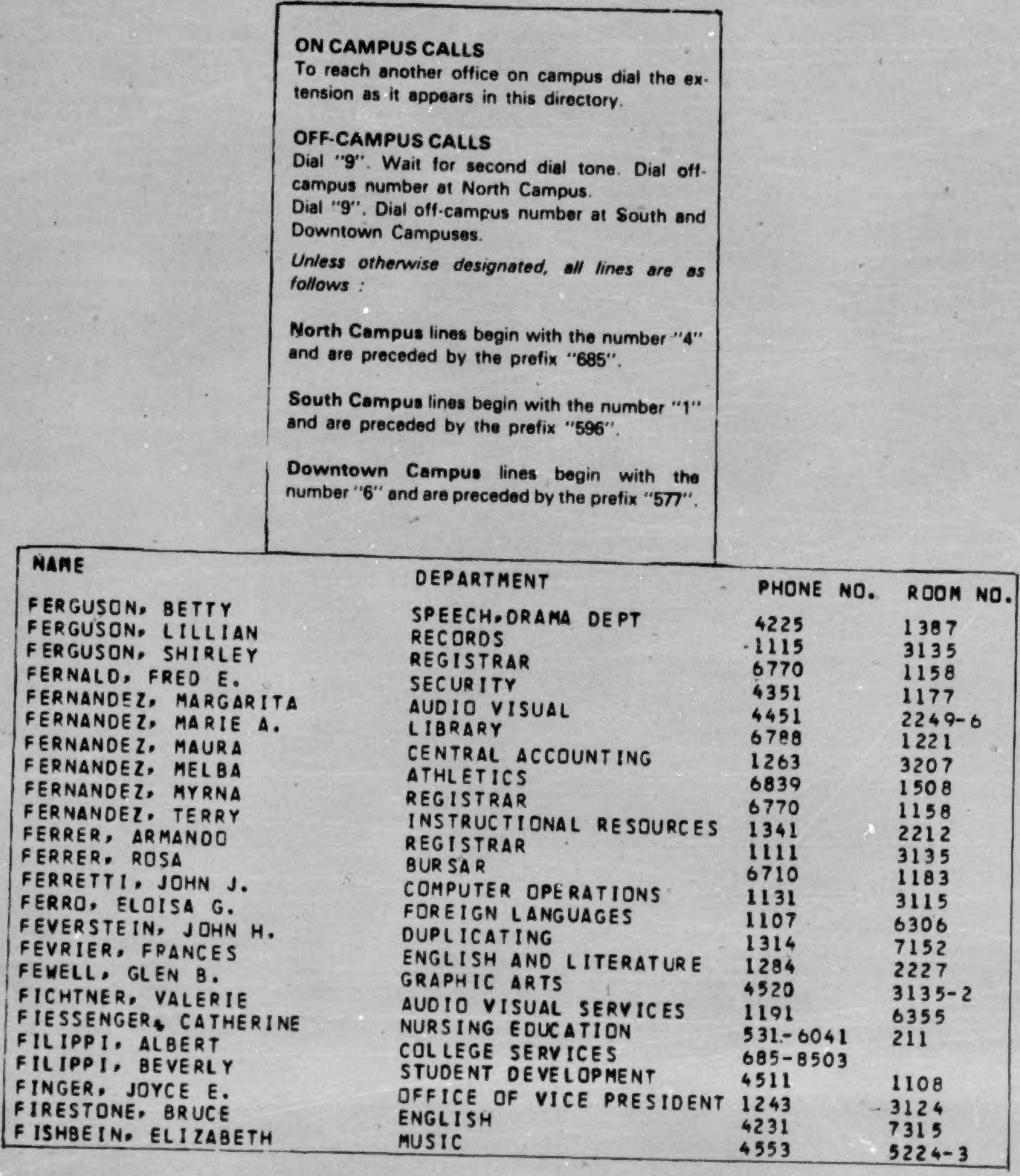
   a. 03821

   b. 03773

   c. 03776

   d. 7211

This is a section from the Miami-Dade staff directory.



ON CAMPUS CALLS

To reach another office on campus dial the extension as it appears in this directory.

OFF-CAMPUS CALLS

Dial "9". Wait for second dial tone. Dial off-campus number at North Campus.

Dial "9". Dial off-campus number at South and Downtown Campuses.

Unless otherwise designated, all lines are as follows :

North Campus lines begin with the number "4" and are preceded by the prefix "685".

South Campus lines begin with the number "1" and are preceded by the prefix "596".

Downtown Campus lines begin with the number "6" and are preceded by the prefix "577".

NAME	DEPARTMENT	PHONE NO.	ROOM NO.
FERGUSON, BETTY	SPEECH,DRAMA DEPT	4225	1387
FERGUSON, LILLIAN	RECORDS	1115	3135
FERGUSON, SHIRLEY	REGISTRAR	6770	1158
FERNALD, FRED E.	SECURITY	4351	1177
FERNANDEZ, MARGARITA	AUDIO VISUAL	4451	2249-6
FERNANDEZ, MARIE A.	LIBRARY	6788	1221
FERNANDEZ, MAURA	CENTRAL ACCOUNTING	1263	3207
FERNANDEZ, MELBA	ATHLETICS	6839	1508
FERNANDEZ, MYRNA	REGISTRAR	6770	1158
FERNANDEZ, TERRY	INSTRUCTIONAL RESOURCES	1341	2212
FERRER, ARMANDO	REGISTRAR	1111	3135
FERRER, ROSA	BURSAR	6710	1183
FERRETTI, JOHN J.	COMPUTER OPERATIONS	1131	3115
FERRO, ELOISA G.	FOREIGN LANGUAGES	1107	6306
FEVERSTEIN, JOHN H.	DUPLICATING	1314	7152
FEVRIER, FRANCES	ENGLISH AND LITERATURE	1284	2227
FEWELL, GLEN B.	GRAPHIC ARTS	4520	3135-2
FICHTNER, VALERIE	AUDIO VISUAL SERVICES	1191	6355
FIESSENGER, CATHERINE	NURSING EDUCATION	531-6041	211
FILIPPI, ALBERT	COLLEGE SERVICES	685-8503	
FILIPPI, BEVERLY	STUDENT DEVELOPMENT	4511	1108
FINGER, JOYCE E.	OFFICE OF VICE PRESIDENT	1243	3124
FIRESTONE, BRUCE	ENGLISH	4231	7315
FISHBEIN, ELIZABETH	MUSIC	4553	5224-3

6. If you were using a North Campus phone to call Ms. Fernandez in Central Accounting, what number would you dial?

   a. 685-3207

   b. 9-596-1263

   c. 577-6788

   d. 9-685-1263

7. If you were using a North Campus phone to call the North Campus English Department, what number would you dial?

   a. 685-1284

   b. 7315

   c. That information cannot be found on this page.

   d. 4231

8. If you were using a North Campus phone to call Mr. Booker Washington at the number listed in this section from the Miami Directory, what number would you dial?

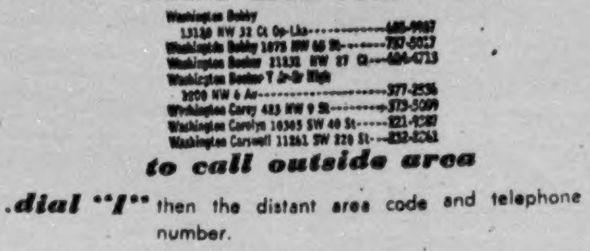
   a. 624-4713

   b. 377-2536

   c. 9-624-4713

   d. 1-377-2536

Miami area code - 305



to call outside area

.dial "1" then the distant area code and telephone number.

9. If you were calling from a public phone in New York City, What number would you dial to reach Carolyn Washington at the number listed in the above section of the Miami directory?

   a. 1-232-2861

   b. 1-305-221-9387

   c. 9-305-221-9387

   d. 373-5009

This is a section from a Broward County map.

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10. What street divides Dania North and South?

    a. Dania Cut-Off Canal

    b. Federal Highway

    c. U.S.1

    d. Dania Beach Boulevard

11. What is another name for Highway 838?

    a. Federal Highway

    b. Andrews Avenue

    c. I95

    d. Sunrise Boulevard

12. If you were at the northeast corner of the airport, what would be the shortest route to Holiday Park?

    a. I95 to Sunrise Boulevard

    b. 84 to A1A

    c. U.S. 1(Federal Highway)

    d. Andrews Avenue

13. About how far is it from the northeast corner of the airport to Holiday Park?

    a. Less than a mile

    b. Between three and four miles

    c. Between five and ten miles

    d. More than fifteen miles

14. What street runs parallel to the railroad track where it crosses Highway 838?

    a. Flagler Drive

    b. U.S. 1

    c. Holly Heights

    d. S.W. 1st Street

This is a section from a writing textbook index.

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15. If you wanted to know how to begin an essay, what would be the best page to read?

    a. 103

    b. 7

    c. 173

    d. 227

16. If you had already written a rough draft and you wanted to work on revising or editing your own paper, what heading would you look under?

    a. Comparison

    b. Draft, first

    c. Editing, Self-editing

    d. Independence of student

This is a section from a writing textbook.

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17. When should you use a "reference footnote" in a paper you are writing?

    a. Only when you use material, information, ideas, etc., which you get from some source other than your own head.

    b. Only when you quote the exact words that some other writer has already written.

    c. Only when the teachers asks you to use footnotes.

    d. Only when you use books other than encyclopedias.

18. To "paraphrase an opinion" means what?

    a. To disagree with it

    b. To give examples to support it

    c. To restate it in different words

    d. To tell where it came from

This is a section from an automobile owner's manual.

[LIST OF INSTRUCTIONS ENTITLED "TIRE CHANGING", WITH ACCOMPANYING DIAGRAMS ILLUSTRATING JACK ASSEMBLY AND PLACEMENT]

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19. If you positioned the jack for changing the right front tire, what else should you do before jacking up the car?

    a. Block the right front tire.

    b. Remove the hub cap and the wheel nuts.

    c. Make sure the wheel nuts are on tight.

    d. Block the left rear wheel.

20. What should you do when the car is jacked up if it looks unstable to you?

    a. Lower it carefully to the ground and move the jack to the side of the car.

    b. Get under the car to check the position of the jack.

    c. Remove the wheel and install the spare without delay.

    d. Check the stability of the car on the jack and be sure the hook is positioned right.

This is a label from a blouse.

Machine wash cold
Do not bleach
Drip dry only
Cool iron
20% Acetate
80% Nylon
WPL 10349
Size 12

21. Which of the following would be most damaging to this blouse?

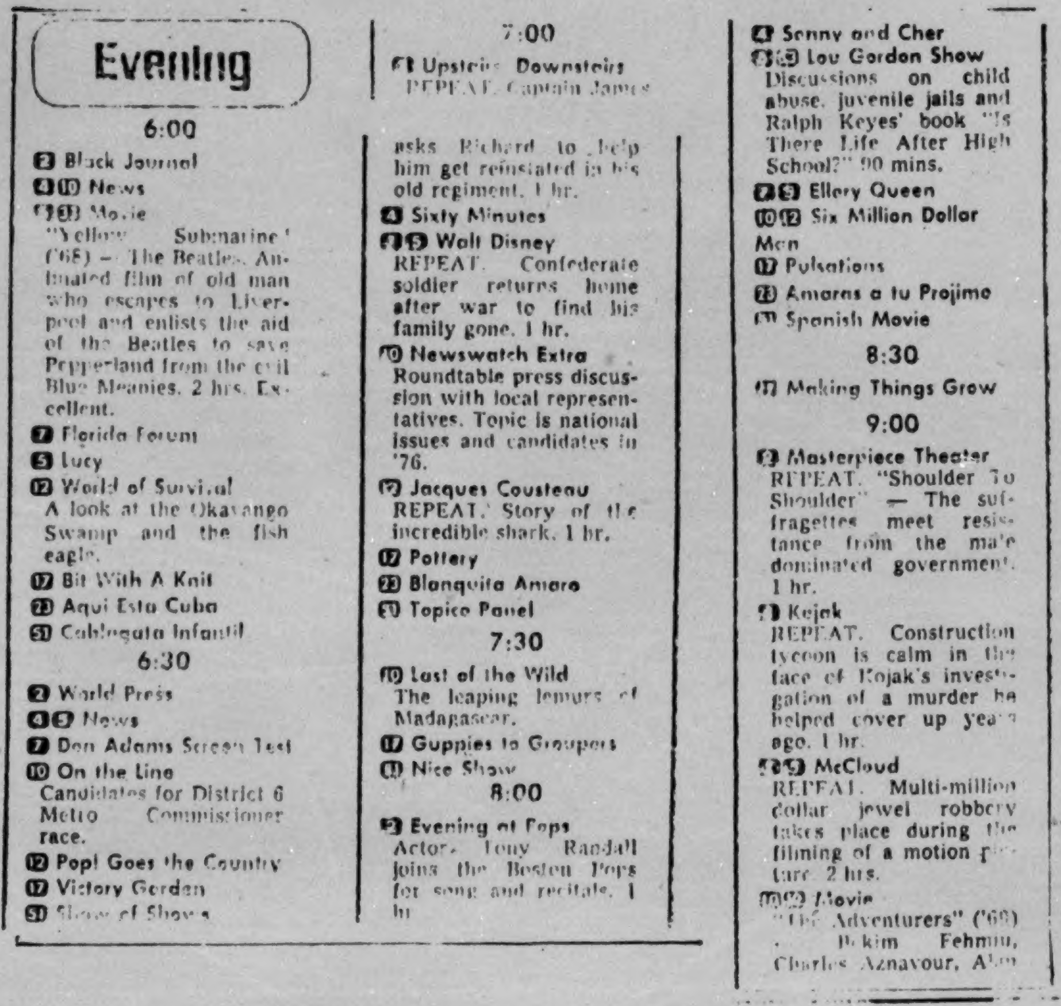
    a. Taking it to the cleaners

    b. Ironing it with a hot iron

    c. Washing it in cool water by hand

    d. Using a spot remover for synthetic fabrics on it

This is a section from a T.V. schedule.



Evening

6:00

2 Black Journal

4 10 News

[illegible] Movie
"Yellow Submarine" ('68) — The Beatles. Animated film of old man who escapes to Liverpool and enlists the aid of the Beatles to save Pepperland from the evil Blue Meanies. 2 hrs. Excellent.

7 Florida Forum

5 Lucy

12 World of Survival
A look at the Okavango Swamp and the fish eagle.

17 Bit With A Knit

23 Aqui Esta Cuba

51 Cablegata Infantil

6:30

2 World Press

4 5 News

7 Don Adams Screen Test

10 On the Line
Candidates for District 6 Metro Commissioner race.

12 Pop! Goes the Country

17 Victory Garden

51 Show of Shows

7:00

[illegible] Upstairs Downstairs
REPEAT. Captain James asks Richard to help him get reinstated in his old regiment. 1 hr.

4 Sixty Minutes

7 5 Walt Disney
REPEAT. Confederate soldier returns home after war to find his family gone. 1 hr.

10 Newswatch Extra
Roundtable press discussion with local representatives. Topic is national issues and candidates in '76.

[illegible] Jacques Cousteau
REPEAT. Story of the incredible shark. 1 hr.

17 Pottery

23 Blanquita Amaro

51 Topico Panel

7:30

10 Last of the Wild
The leaping lemurs of Madagascar.

17 Guppies to Groupers

33 Nice Show

8:00

2 Evening at Pops
Actor Tony Randall joins the Boston Pops for song and recitals. 1 hr

4 Sonny and Cher

[illegible] Lou Gordon Show
Discussions on child abuse, juvenile jails and Ralph Keyes' book "Is There Life After High School?" 90 mins.

7 5 Ellery Queen

10 12 Six Million Dollar Man

17 Pulsations

23 Amaras a tu Projimo

51 Spanish Movie

8:30

17 Making Things Grow

9:00

2 Masterpiece Theater
REPEAT. "Shoulder To Shoulder" — The suffragettes meet resistance from the male dominated government. 1 hr.

4 Kojak
REPEAT. Construction tycoon is calm in the face of Kojak's investigation of a murder he helped cover up years ago. 1 hr.

7 5 McCloud
REPEAT. Multi-million dollar jewel robbery takes place during the filming of a motion picture. 2 hrs.

10 12 Movie
"The Adventurers" ('69) . Bekim Fehmiu, Charles Aznavour, A

22. If you wanted to watch at least one regular news program and see both "World of Survival" and "Last of the Wild" what channels would you watch?

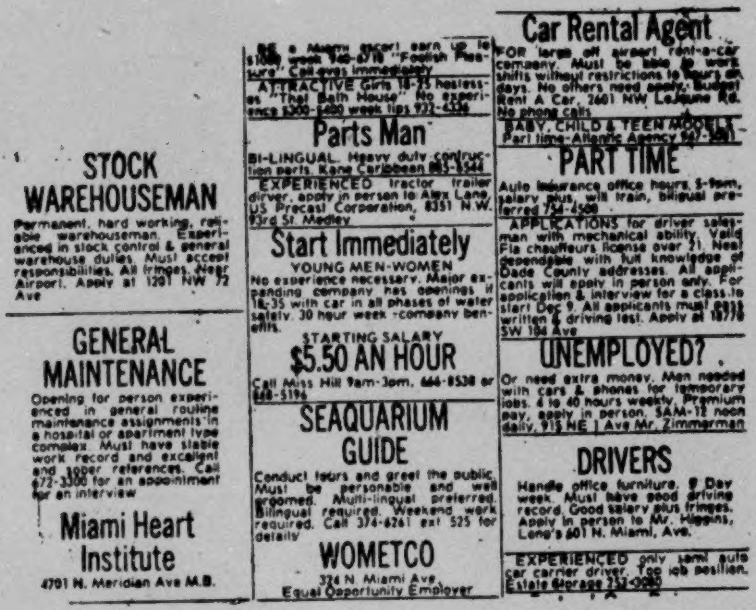
a. 4 and 10

b. 7, 4 and 10

c. 12 and 10

d. 12, 4 and 10

This is a section from the employment section of The Miami Herald classified ads.



STOCK WAREHOUSEMAN

Permanent, hard working, reliable warehouseman. Experienced in stock control & general warehouse duties. Must accept responsibilities. All fringes. Near Airport. Apply at 1201 NW 72 Ave

GENERAL MAINTENANCE

Opening for person experienced in general routine maintenance assignments in a hospital or apartment type complex. Must have stable work record and excellent and sober references. Call 672-3300 for an appointment for an interview

Miami Heart Institute

4701 N. Meridian Ave M.B.

BE a Miami escort earn up to [illegible] week [illegible] "Foolish Pleasure" Call eves immediately

ATTRACTIVE Girls 18-35 hostesses "Thai Bath House" No experience $200-$400 week tips 932-4336

Parts Man

BI-LINGUAL. Heavy duty construction parts. Kane Caribbean 885-5344

EXPERIENCED tractor trailer dirver, apply in person to Alex Lane US Precast Corporation, 8351 N.W. 93rd St. Medley

Start Immediately

YOUNG MEN-WOMEN

No experience necessary. Major expanding company has openings if 18-35 with car in all phases of water safety. 30 hour week -company benefits.

STARTING SALARY

$5.50 AN HOUR

Call Miss Hill 9am-3pm. 666-8530 or 888-5196

SEAQUARIUM GUIDE

Conduct tours and greet the public. Must be personable and well groomed. Multi-lingual preferred. Bilingual required. Weekend work required. Call 374-6261 ext 525 for details

WOMETCO

374 N. Miami Ave.
Equal Opportunity Employer

Car Rental Agent

FOR large off airport rent-a-car company. Must be able to work shifts without restrictions to hours or days. No others need apply. Budget Rent A Car, 2601 NW LeJeune Rd. No phone calls

BABY, CHILD & TEEN MODELS Part time-Atlantic Agency [illegible]

PART TIME

Auto insurance office hours 5-9pm, salary plus, will train, biligual preferred 754-4500

APPLICATIONS for driver salesman with mechanical ability. Valid Fla chauffeurs license over 21. Neat dependable with full knowledge of Dade County addresses. All applicants will apply in person only. For application & interview for a class to start Dec 9. All applicants must pass written & driving test. Apply at 18770 SW 104 Ave

UNEMPLOYED?

Or need extra money. Men needed with cars & phones for temporary jobs. 4 to 40 hours weekly. Premium pay, apply in person. 5AM-12 noon daily, 915 NE 1 Ave Mr. Zimmerman

DRIVERS

Handle office furniture. 5 Day week. Must have good driving record. Good salary plus fringes. Apply in person to Mr. Higgins, Long's 601 N. Miami, Ave.

EXPERIENCED only semi auto car carrier driver. Top job position. Estate Storage [illegible]

23. If you have no job experience and you must make sure you earn at least $150 a week, which is the best ad to answer?

    a. Miss Hill at 666-8530

    b. Miami Heart Institute at 672-3300

    c. Wometco at 374-6261

    d. Apply in person at 18770 S.W. 104 Ave.

24. If you are bilingual and like to be around people, which is the best job to apply for?

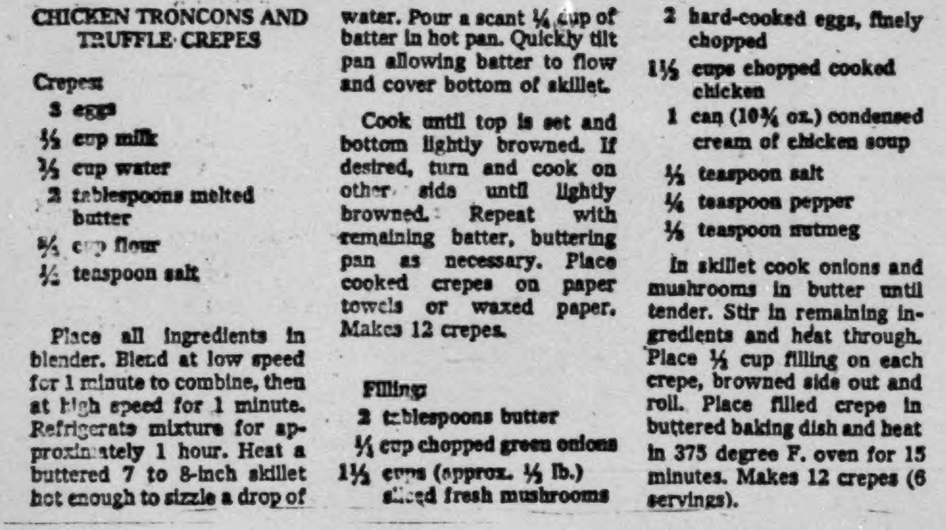
    a. Parts man

    b. Auto insurance office

    c. Driver

    d. Seaquarium guide

This is a recipe for crepes.



CHICKEN TRONCONS AND TRUFFLE CREPES

Crepes:

- 3 eggs
- ⅔ cup milk
- ⅓ cup water
- 2 tablespoons melted butter
- ⅔ cup flour
- ½ teaspoon salt

Place all ingredients in blender. Blend at low speed for 1 minute to combine, then at high speed for 1 minute. Refrigerate mixture for approximately 1 hour. Heat a buttered 7 to 8-inch skillet hot enough to sizzle a drop of water. Pour a scant ¼ cup of batter in hot pan. Quickly tilt pan allowing batter to flow and cover bottom of skillet.

Cook until top is set and bottom lightly browned. If desired, turn and cook on other side until lightly browned. Repeat with remaining batter, buttering pan as necessary. Place cooked crepes on paper towels or waxed paper. Makes 12 crepes.

Filling:

- 2 tablespoons butter
- ⅓ cup chopped green onions
- 1½ cups (approx. ½ lb.) sliced fresh mushrooms
- 2 hard-cooked eggs, finely chopped
- 1½ cups chopped cooked chicken
- 1 can (10¾ oz.) condensed cream of chicken soup
- ½ teaspoon salt
- ¼ teaspoon pepper
- ⅛ teaspoon nutmeg

In skillet cook onions and mushrooms in butter until tender. Stir in remaining ingredients and heat through. Place ⅓ cup filling on each crepe, browned side out and roll. Place filled crepe in buttered baking dish and heat in 375 degree F. oven for 15 minutes. Makes 12 crepes (6 servings).

25. How much time should you allow to make these crepes?

    a. One half hour

    b. 12 minutes

    c. 2 hours

    d. A whole day

26. How much butter will you need?

    a. Less than two teaspoons

    b. 2 Tablespoons

    c. 4 Tablespoons

    d. At least 5 Tablespoons

27. What does "Cook until top is set" mean?

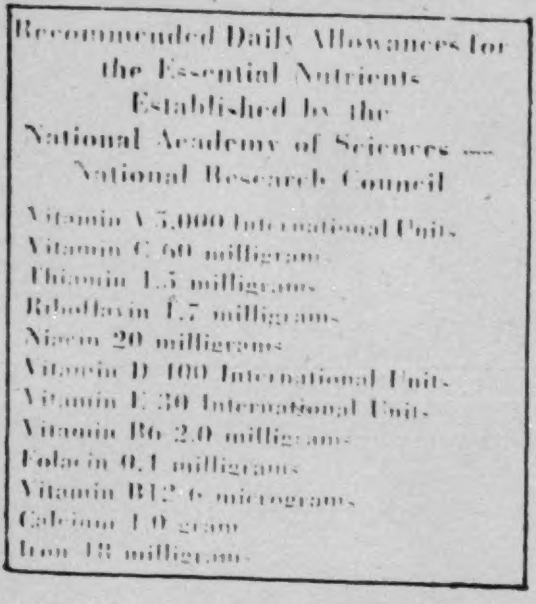
    a. Cook until the batter won't run when you tilt the pan.

    b. Cook until the top is brown.

    c. Cook until a knife inserted in the batter comes out clean.

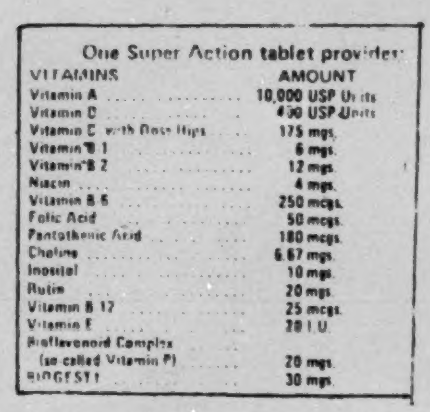
    d. Cook until a spoon set on the top won't make a dent.

This is the vitamin content of a particular vitamin pill and a chart of the amount of vitamins recommended by the National Academy of Sciences.



Recommended Daily Allowances for
the Essential Nutrients
Established by the
National Academy of Sciences —
National Research Council

Vitamin A 5,000 International Units
Vitamin C 60 milligrams
Thiamin 1.5 milligrams
Riboflavin 1.7 milligrams
Niacin 20 milligrams
Vitamin D 400 International Units
Vitamin E 30 International Units
Vitamin B6 2.0 milligrams
Folacin 0.4 milligrams
Vitamin B12 6 micrograms
Calcium 1.0 gram
Iron 18 milligrams



One Super Action tablet provides:

VITAMINS	AMOUNT
Vitamin A	10,000 USP Units
Vitamin D	400 USP Units
Vitamin C with Rose Hips	175 mgs.
Vitamin B 1	6 mgs.
Vitamin B 2	12 mgs.
Niacin	4 mgs.
Vitamin B 6	250 mcgs.
Folic Acid	50 mcgs.
Pantothenic Acid	180 mcgs.
Choline	6.67 mgs.
Inositol	10 mgs.
Rutin	20 mgs.
Vitamin B 12	25 mcgs.
Vitamin E	20 I.U.
Bioflavonoid Complex (so called Vitamin P)	20 mgs.
BIOGEST1	30 mgs.

28. If you took one Super Action tablet each day, you would still need more of which nutrient?

    a. A

    b. C

    c. Niacin

    d. Vitamin B 12

29. Which is the best subject card catalogue drawer in the library to look in for a book that could give you information for a paper on symptoms of heart disease in Americans?

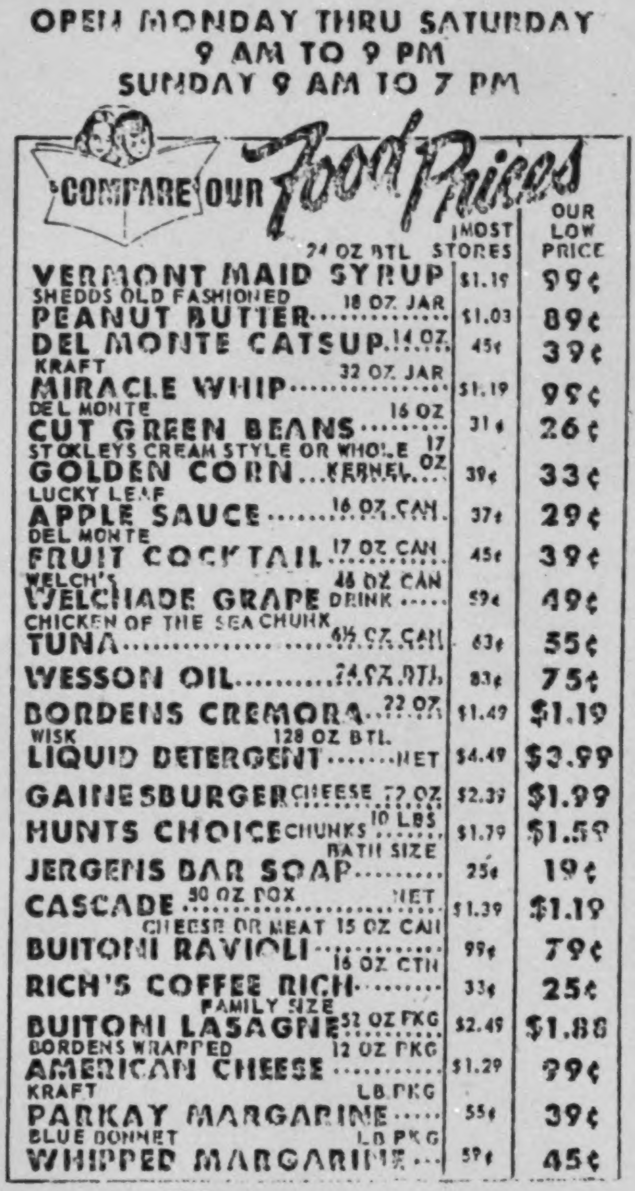
    a. ABE-ANO

    b. DIT-DOR

    c. HAB-HUN

    d. SRO-TAB

This is a section of a super market ad from a daily newspaper.



OPEN MONDAY THRU SATURDAY
9 AM TO 9 PM
SUNDAY 9 AM TO 7 PM

COMPARE OUR Food Prices

	MOST STORES	OUR LOW PRICE
VERMONT MAID SYRUP 24 OZ BTL	$1.19	99¢
SHEDDS OLD FASHIONED PEANUT BUTTER 18 OZ. JAR	$1.03	89¢
DEL MONTE CATSUP 14 OZ.	45¢	39¢
KRAFT MIRACLE WHIP 32 OZ. JAR	$1.19	99¢
DEL MONTE CUT GREEN BEANS 16 OZ	31¢	26¢
STOKLEYS CREAM STYLE OR WHOLE KERNEL GOLDEN CORN 17 OZ	39¢	33¢
LUCKY LEAF APPLE SAUCE 16 OZ. CAN	37¢	29¢
DEL MONTE FRUIT COCKTAIL 17 OZ. CAN	45¢	39¢
WELCH'S WELCHADE GRAPE DRINK 46 OZ. CAN	59¢	49¢
CHICKEN OF THE SEA CHUNK TUNA 6½ OZ. CAN	63¢	55¢
WESSON OIL 24 OZ. BTL.	83¢	75¢
BORDENS CREMORA 22 OZ.	$1.49	$1.19
WISK LIQUID DETERGENT 128 OZ BTL. NET	$4.49	$3.99
GAINESBURGER CHEESE 72 OZ	$2.39	$1.99
HUNTS CHOICE CHUNKS 10 LBS	$1.79	$1.59
JERGENS BAR SOAP BATH SIZE	25¢	19¢
CASCADE 50 OZ BOX NET	$1.39	$1.19
BUITONI RAVIOLI CHEESE OR MEAT 15 OZ CAN	99¢	79¢
RICH'S COFFEE RICH 16 OZ. CTN	33¢	25¢
BUITONI LASAGNE FAMILY SIZE 52 OZ PKG	$2.49	$1.88
BORDENS WRAPPED AMERICAN CHEESE 12 OZ PKG	$1.29	99¢
KRAFT PARKAY MARGARINE LB PKG	55¢	39¢
BLUE BONNET WHIPPED MARGARINE LB PKG	59¢	45¢

30. How mauch does a can of the least expensive vegetable cost?

    a. .25

    b. .26

    c. .29

    d. .39

31. What size is the container of something to drink?

    a. 17 oz.

    b. 24 oz.

    c. 46 oz.

    d. 128 oz.

This is a section of an apartment lease agreement.

FIRST: The lessee shall not assign this lease, nor sub-let the premises, or any part thereof nor use the same, or any part thereof, nor permit the same, or any part thereof, to be used for any other purpose than as above stipulated, nor make any alterations therein, and all additions thereto, without written consent of the lessor, and all additions, fixtures or improvements which may be made by lessee, except movable personal furniture, shall become the property of the lessor and remain upon the premises as a part thereof, and be surrendered with the premises at the termination of this lease.

SECOND: All personal property placed or moved in the premises above described shall be at the risk of the lessee or owner thereof, and lessor shall not be liable for any damage to said personal property, or to the lessee arising from the bursting or leaking of water pipes, or from any act of negligence of any co-tenant or occupants of the building or of any other person whomsoever.

THIRD: That the tenant shall promptly execute and comply with all statutes, ordinances, rules, orders, regulations and requirements of the Federal, State and City Government and of any and all their Departments and Bureaus applicable to said premises, for the correction, prevention and abatement of nuisances or other grievances, in, upon, or connected with said premises during said term; and shall also promptly comply with and execute all rules, orders and regulations of the Southeastern Underwriters Association for the prevention of fires, at tenant's own cost and expense.

FOURTH: In the event the premises shall be destroyed or so damaged or injured by fire or other casualty during the life of this agreement, whereby the same shall be rendered untenantable, then the lessor shall have the right to render said premises tenantable by repairs within thirty days therefrom. If said premises are not rendered tenantable within said time, it shall be optional with either party hereto to cancel this lease, and in the event of such cancellation the rent shall be paid only to the date of such fire or casualty. The cancellation herein mentioned shall be evidenced in writing.

FIFTH: The prompt payment of the rent for said premises upon the dates named, and the faithful observance of the rules and regulations printed upon this lease, and which are hereby made a part of this covenant, and of such other and further rules or regulations as may be hereafter made by the lessor, are the conditions upon which the lease is made and accepted and any failure on the part of the lessee to comply with the terms of said lease, or any of said rules and regulations now in existence, or which may be hereafter prescribed by the lessor, shall at the option of the lessor, work a forfeiture of this contract, and all of the rights of the lessee hereunder, and thereupon the lessor, his agents or attorneys, shall have the right to enter said premises, and remove all persons therefrom forcibly or otherwise, and the lessee thereby expressly waives any and all notice required by law to terminate tenancy, and also waives any and all legal proceedings to recover possession of said premises, and expressly agrees that in the event of a violation of any of the terms of this lease, or of said rules and regulations, now in existence, or which may hereafter be made, said lessor, his agent or attorneys, may immediately re-enter said premises and dispossess lessee without legal notice or the institution of any legal proceedings whatsoever.

32. Which of the following is true?

    a. If the people who live above you run the bath tub over and the leaking water destroys your record player, the lessor will pay for it.

    b. If you have to leave town for a month, you may rent your apartment to a friend.

    c. If fire damage is not repaired in thirty days, you can cancel your lease.

    d. If all tenants agree, the city nuisance laws may be ignored.

33. If you violate any terms of the lease, what may happen?

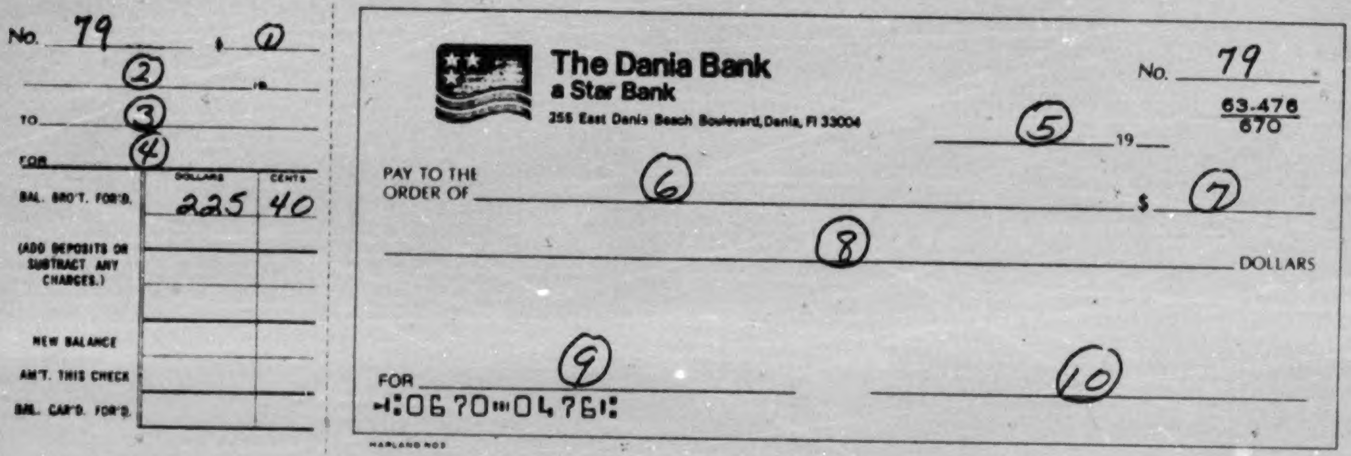
    a. You may not be able to sublet.

    b. You may be reported to the Southeastern Underwriters.

    c. You may pay extra rent.

    d. You may be dispossessed without notice.

This is a check and check stub. Imagine that it is your check and you are writing a check to Miami-Dade Community College for your tuition in the amount of $217.02.



No. 79 $ ①

② 19

TO ③

FOR ④

	DOLLARS	CENTS
BAL. BRO'T. FOR'D.	225	40
(ADD DEPOSITS OR SUBTRACT ANY CHARGES.)		
NEW BALANCE		
AM'T. THIS CHECK		
BAL. CAR'D. FOR'D.		

The Dania Bank
a Star Bank
355 East Dania Beach Boulevard, Dania, Fl 33004

No. 79

63-476/670

⑤ 19

PAY TO THE ORDER OF ⑥ $ ⑦

⑧ DOLLARS

FOR ⑨ ⑩

⑆0670⑈0476⑆

HARLAND NO3

34. What goes in blank 6 ?

    a. $217.02 tuition

    b. Dade Junior Fee Collector

    c. Your signature

    d. Miami-Dade Community College

35. What goes in blank 8 ?

    a. Tuition fees

    b. $217.02 ____________________

    c. Two hundred seventeen and $\frac{02}{100}$ ____________

    d. Two hundred and seventeen dollars

36. What goes in blank 10 ?

    a. Your signature

    b. Miami-Dade Community College tuition

    c. $217.02

    d. Your name neatly typed or printed

This is a section from an Allstate automobile policy.

COVERAGE DE — Diminishing Deductible Automobile Collision Insurance

Allstate will pay with respect to the owned automobile or non-owned automobile the entire amount of any loss, caused by collision, that exceeds $100. If the loss is less than $100 but exceeds $50, the insured will pay the difference between the amount of loss and $100 and Allstate will pay the balance of such loss, and if the loss is $50 or less, Allstate shall not be liable for any payment; however, if the collision involves the owned automobile and another automobile insured by Allstate, the entire amount of loss to the owned automobile will be paid by Allstate.

COVERAGE HH — Automobile Comprehensive Insurance

Allstate will pay for loss to the owned automobile or non-owned automobile, less the deductible, if any, stated in the declarations, except loss caused by collision, but including breakage of glass and loss caused by missiles, falling objects, fire, theft or larceny, explosion, earthquake, windstorm, hail, water, flood, malicious mischief or vandalism, riot or civil commotion, and colliding with a bird or animal.

Unless otherwise stated in the declarations, the deductible, if any, shall not apply to loss caused by any peril listed under Coverage HE below.

COVERAGE HE — Automobile Fire, Lightning and Transportation Insurance

Allstate will pay for loss to the owned automobile or non-owned automobile, less the deductible, if any, stated in the declarations, due to:

1. fire or lightning;
2. smoke or smudge due to a sudden, unusual and faulty operation of any fixed heating equipment serving the premises in which the automobile is located;
3. stranding, sinking, burning, collision or derailment of any conveyance in or upon which the automobile is being transported on land or on water.

37. According to Coverage DE, if you were in an accident, you would have to pay least out of your own pocket if the damage to your car was how much?

    a. under $50.

    b. $70.

    c. $90.

    d. Over $100.

38. Which of the following is not included in Coverage HE?

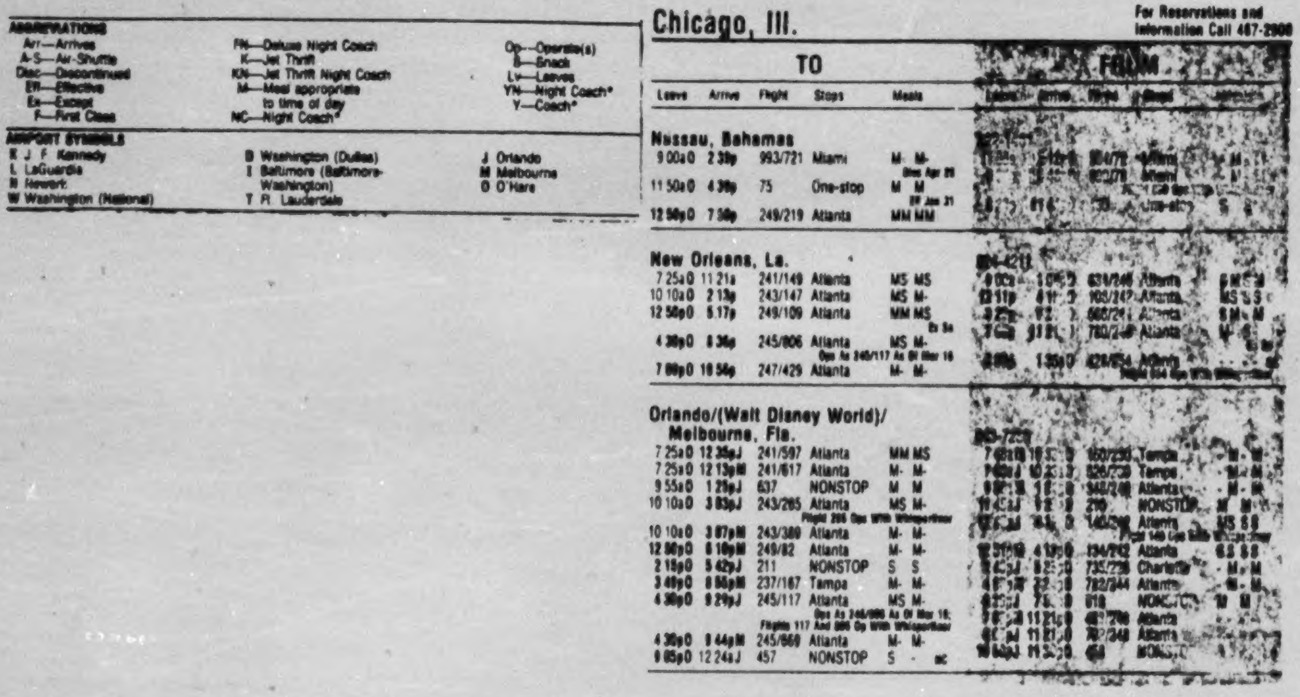
    a. Your car is on a ferry boat that sinks.

    b. Your car gets smoke damage from a cigarette that rolled under the seat.

    c. Your car burns when a tree that has been hit by lightening falls on it.

    d. Your car is smudged when an oil heater in the repair shop malfunctions.

This is a section from an Eastern Airlines timetable for Chicago.



ABBREVIATIONS

Arr—Arrives
A-S—Air-Shuttle
Disc—Discontinued
Eff—Effective
Ex—Except
F—First Class
FN—Deluxe Night Coach
K—Jet Thrift
KN—Jet Thrift Night Coach
M—Meal appropriate to time of day
NC—Night Coach*
Op—Operate(s)
S—Snack
Lv—Leaves
YN—Night Coach*
Y—Coach*

AIRPORT SYMBOLS

K J F Kennedy
L LaGuardia
N Newark
W Washington (National)
D Washington (Dulles)
I Baltimore (Baltimore-Washington)
T Ft. Lauderdale
J Orlando
M Melbourne
O O'Hare

Chicago, Ill.

For Reservations and Information Call 467-2900

TO

Leave	Arrive	Flight	Stops	Meals
Nassau, Bahamas				
9 00aO	2 38p	993/721	Miami	M- M- Disc Apr 25
11 50aO	4 30p	75	One-stop	M M Eff Jan 31
12 50pO	7 50p	249/219	Atlanta	MM MM
New Orleans, La.				
7 25aO	11 21a	241/149	Atlanta	MS MS
10 10aO	2 13p	243/147	Atlanta	MS M-
12 50pO	5 17p	249/109	Atlanta	MM MS Ex Sa
4 30pO	8 36p	245/806	Atlanta	MS M- Ops As 245/117 As Of Mar 16
7 00pO	10 56p	247/429	Atlanta	M- M-
Orlando/(Walt Disney World)/ Melbourne, Fla.				
7 25aO	12 35pJ	241/597	Atlanta	MM MS
7 25aO	12 13pM	241/617	Atlanta	M- M-
9 55aO	1 25pJ	637	NONSTOP	M M
10 10aO	3 03pJ	243/285	Atlanta	MS M- Flight 285 Ops With Whisperliner
10 10aO	3 07pM	243/389	Atlanta	M- M-
12 50pO	6 10pM	249/82	Atlanta	M- M-
2 15pO	5 42pJ	211	NONSTOP	S S
3 40pO	8 56pM	237/167	Tampa	M- M-
4 30pO	9 29pJ	245/117	Atlanta	MS M- Ops As 245/806 As Of Mar 16; Flights 117 And 806 Op With Whisperliner
4 30pO	9 44pM	245/660	Atlanta	M- M-
9 05pO	12 24aJ	457	NONSTOP	S - NC

FROM

39. According to this timetable, how many non-stop flights does this airline have from Chicago to Orlando daily?

a. 3

b. 6

c. 11

d. None, all stop at Tampa or Atlanta.

40. If you were going from Chicago to Disney World and you wanted to land at the Melbourne Airport before 4:00 P.M., which flight would be the best one to take?

a. 243/285

b. 237/167

c. 241/617

d. 243/389

APPENDIX E

I. List of people who evaluated the original test in writing or in a personal interview.

A. Miami-Dade Community College, North Campus, English Department Faculty members.

1. Ollie Camacho
2. Shelby Duff
3. Don Early
4. Bruce Firestone
5. Betsy Hilbert
6. Gabrielle Hughes
7. Jean Levy
8. Martha McDonough
9. Leo McMannus
10. Stan Miron
11. Audrey Roth
12. Dick Russell
13. Linda Tixier
14. Karen Watkins
15. Bill Williams

B. Miami-Dade Faculty Members from other departments.

1. Bob Blitzer - Mathematics
2. Ernestine Cole - Reading
3. Dave Jenrette - Community College Studies
4. John Scerba - Testing
5. Kathie Sigler - Occupational Careers
6. Barbara Sussman - Study Skills

II. Evaluators from outside of Miami-Dade who evaluated the revised test.

A. Norvell Northcutt (See Appendix J)
Southwest Educational Development Laboratory
Austin, Texas

B. Nancy Wylie
Specialist in Competency-Based Education
Florida International University
Miami, Florida

C. Unnamed testing specialist (see Appendix J)
American College Testing Program
Iowa City Iowa

MIAMI-DADE COMMUNITY COLLEGE / North Campus, 11380 N.W. 27 Avenue, Miami, Florida 33167

December 15, 1976

TO: English Faculty
Reading Faculty
Testing Personnel
Selected Faculty from Other Areas

FROM: Louise Skellings, English Department LS

RE: A Functional Literacy Test for Miami-Dade Students
(First draft attached)

Dear Colleague:

Could you find time in your busy schedule to look at the attached test and evaluate it? It is part of a study I am doing to (1) develop a functional literacy test for our students, (2) measure our students' functional literacy (literacy skills which they need in their everyday lives), (3) determine the correlation between their scores on the functional literacy test and their scores on a standardized reading test (Nelson-Denny), and (4) determine the correlation between their scores on the functional literacy test and their course grades in Composition ENG 120.

Your response, along with information from pilot test results, will be used to revise the test to increase its validity. If and when the test is found to be valid and reliable for our students and for the intent of the test, the test can be used to diagnose the functional literacy skills of our students. The students who score low on this test may be given further diagnosis which goes beyond multiple-choice responses. Individual learning packets for specific literacy skills needs will be developed.

The following changes are already planned: The test will be printed by duplicating so it will be back-to-back and the questions will be next to the reading material. It will also be darker and clearer than this copy and the booklet will be thinner. The reading material will be outlined all the way through as it is on the first three pages. The map will probably be changed to a smaller, clearer one. The number of items on the phone directory and the map will be cut down and more items on the use of resources (such as the library) will be added.

Thankyou for any comments you make.

↘ IMPORTANT: Please return the test to me even if you do not have time to evaluate it.

TO: Louise Skellings, English Department

FROM: ______________________________

Evaluation of Functional Literacy Test

1. Does functional literacy seem to you to be important enough so that it could be useful to diagnose our students and provide learning materials in these areas? Comment:

2. Does this test seem to you to contain an accurate and relevant sample of the materials that our students need to be able to read and respond to? Are there other reading materials which you would consider more important? What? Comment:

3. Does the test seem to you to measure what it says it does? Comment:

4. Please feel free to mark on the test booklet and indicate (a) items which you think should be omitted (and why if possible), (b) items which you think should be kept but rewritten (and how if possible), (c) any aspect of the test which is in any way objectionable.

APPENDIX F

Validation Questions for Pilot Study

NAME ______________________________ STUDENT NUMBER ____________________

Please answer these questions to help improve the functional literacy test. Thank you!

1. List the numbers of items you found difficult to understand.

____

2. List the numbers of items you think you answered incorrectly.

____

3. Were you able to finish the test in the amount of time given?

Yes, easily __________ Yes, barely __________

No, not quite __________ No, I had a lot left to do. _______

4. How do you think you did on the test? (Check one)

I did well on the test because I can do all these things in daily life. __________

I did well on the test but I'm not sure I can do as well in daily life situations. __________

I did poorly on the test but I think I do these things without trouble in daily life. __________

I did poorly on the test and I also have trouble with these things in daily life. __________

5. Based on having taken the test, are there functional literacy skills (reading and writing for everyday life) that you would like to work on?

No _________ Yes ________ What are they? ________________________

____

6. Based on the reading and writing you must do in daily life, what other areas should this test cover?

____

APPENDIX G

RESULTS OF PILOT STUDY

CLASS STATISTICS

NUMBER OF QUESTIONS	40
NUMBER OF TESTS GRADED	135
HIGH-SCORE	38
LOW-SCORE	5
RANGE IN SCORES	34
MEDIAN SCORE	26.0
MEAN SCORE	25.674
STANDARD DEVIATION	0.839
SUM OF SCORES	3466
SUM OF SQUARED SCORES	95300
KUDER RICHARDSON RELIABILITY	.83
STANDARD ERROR OF MEASUREMENT	2.74

FUNCTIONAL LITERACY PILOT TEST
Class Item Analysis
Percent and Number of Students Choosing Each Option

ITEM	BLANKS		1		2		3		4		5		POINT-BISERIAL
	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	CORRELATIONS
1.	0	0	4	6	10	13	81	109*	5	7	0	0	.388
2.	1	2	2	3	11	15	78	105*	7	10	0	0	.376
3.	1	1	4	5	4	6	33	44	58	78*	1	1	.115
4.	1	1	17	23	4	6	13	17	62	84*	2	3	.317
5.	1	2	0	0	6	8	82	111*	10	14	0	0	.289
6.	8	11	11	15	31	42*	2	3	47	64	0	0	.310
7.	3	4	27	36	4	6	22	30	43	58*	1	1	.370
8.	5	7	24	32	7	9	61	82*	4	5	0	0	.343
9.	6	8	1	2	83	112*	7	9	2	3	1	1	.379
10.	10	13	1	2	10	13	4	5	73	99*	1	2	.358
11.	10	13	4	5	4	5	2	3	80	108*	1	1	.520
12.	13	18	6	8	8	11	72	97*	1	1	0	0	.520
13.	14	19	4	5	53	71*	23	31	7	9	0	0	.375
14.	23	31	24	33*	42	57	6	8	4	6	0	0	.148
15.	7	10	36	48	41	55*	5	7	10	13	1	2	.209
16.	1	2	4	6	9	12	84	113*	1	2	0	0	.448
17.	4	6	70	94*	20	27	5	7	1	1	0	0	.291
18.	3	4	1	2	10	14	74	100*	11	15	0	0	.399
19.	5	7	7	9	27	37	1	2	59	79*	1	1	.357
20.	4	5	11	15	4	5	1	1	80	108*	1	1	.314

ITEM	BLANKS		1		2		3		4		5		POINT-BISERIAL
	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	CORRELATIONS
21.	3	4	5	7	87	118*	2	3	2	3	0	0	.364
22.	4	5	19	26	2	3	35	47	39	53*	0	0	.349
23.	5	7	84	114*	4	6	3	4	2	3	0	0	.391
24.	4	6	11	15	4	6	1	2	79	106*	0	0	.344
25.	6	8	15	20	8	11	69	93*	2	3	0	0	.436
26.	6	8	3	4	41	55	34	46	16	21*	1	1	.245
27.	7	9	50	68*	21	29	15	20	6	8	0	0	.549
28.	13	17	5	7	7	9	63	85*	13	17	0	0	.544
29.	9	12	3	4	4	5	83	112*	1	2	0	0	.454
30.	7	9	2	3	83	112*	4	5	4	6	0	0	.483
31.	7	10	8	11	1	1	81	110*	2	3	0	0	.565
32.	15	20	13	17	7	9	57	77*	8	11	1	1	.444
33.	14	19	5	7	7	9	7	9	67	90*	1	1	.562
34.	10	14	0	0	2	3	1	1	86	116*	1	1	.512
35.	10	13	3	4	8	11	76	103*	3	4	0	0	.541
36.	11	15	85	115*	1	1	1	2	1	2	0	0	.550
37.	14	19	30	41	7	10	10	13	37	59*	1	1	.238
38.	17	23	6	8	59	80*	5	7	12	16	1	1	.563
39.	19	26	50	67*	9	12	7	10	15	20	0	0	.319
40.	24	33	20	27	7	9	20	27	28	38*	1	1	.390

CLASS DISTRIBUTION

OBTAINED SCORE	FREQUENCE	CUM-FREQ	PERCENTILE	T-SCORE
5	1	0	1	19.77
6	1	1	1	21.23
11	2	2	2	22.49
12	1	5	4	28.54
13	3	6	6	31.46
14	1	9	7	32.93
15	1	10	8	34.39
16	3	11	9	35.85
17	4	14	12	37.31
19	5	18	15	40.24
20	5	23	19	41.70
21	7	28	23	43.16
22	7	35	29	44.62
23	1	42	31	46.09
24	10	43	36	47.55
25	8	53	42	49.01
26	8	61	48	50.47
27	4	69	53	51.93
28	8	73	57	53.40
29	8	81	63	54.86
30	8	89	69	56.32
31	10	97	76	57.78
32	7	107	82	59.24
33	6	114	87	60.71
34	8	120	92	62.17
35	2	128	96	63.63
36	2	130	97	65.09
37	1	132	98	66.56
38	2	133	99	68.02

APPENDIX H

A FUNCTIONAL LITERACY TEST

Prepared for Miami-Dade Community College Students

by Louise Noah Skellings

This test is intended to measure your ability to understand, interpret, and respond to the written communications of a student's everyday life. It is not meant to be hard or easy, but to be a realistic sample of actual material from daily life.

Directions: You have been given a test booklet and an answer card. The test booklet presents typical situations or problems that occur in everyday life. With each situation you are asked questions and given four answers to choose from. For each question, choose the answer you think best. Imagine that you are in a real-life situation where you must make the decision based on the information given. If you are not sure of the answer, use your common sense and do the best you can. Mark the best answer on the answer card with a testing pencil. Do not mark in the test booklet. Thankyou.

Sample situation: This is a label from a bottle of medicine.

Patient: Bessie Marie Tix
Doctor: N. Benson-Juniper

Take two tablets each morning.

Refill: 6 times

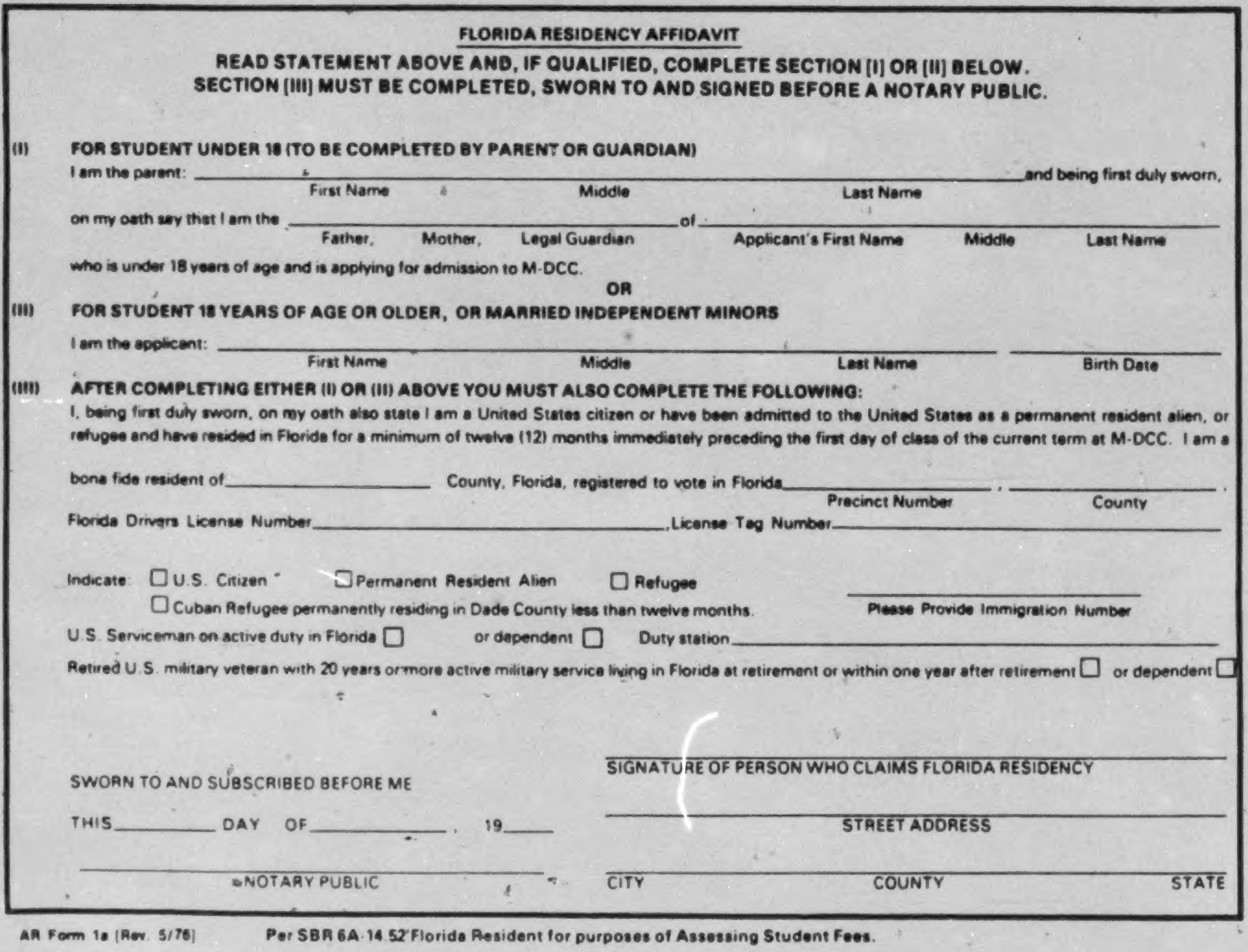
Question: What time of day should the tablets be taken?

a. At mealtime
b. At bedtime
c. In the morning
d. In the late afternoon

The best answer is c.

If you have a question, please ask the examiner.

This is a section from the application for admission to Miami-Dade Community College.



FLORIDA RESIDENCY AFFIDAVIT

READ STATEMENT ABOVE AND, IF QUALIFIED, COMPLETE SECTION [I] OR [II] BELOW.
SECTION [III] MUST BE COMPLETED, SWORN TO AND SIGNED BEFORE A NOTARY PUBLIC.

(I) **FOR STUDENT UNDER 18 (TO BE COMPLETED BY PARENT OR GUARDIAN)**

I am the parent: ______________________________ and being first duly sworn,
First Name Middle Last Name

on my oath say that I am the ______________________ of ______________________
Father, Mother, Legal Guardian Applicant's First Name Middle Last Name

who is under 18 years of age and is applying for admission to M-DCC.

OR

(II) **FOR STUDENT 18 YEARS OF AGE OR OLDER, OR MARRIED INDEPENDENT MINORS**

I am the applicant: ______________________________ ______________
First Name Middle Last Name Birth Date

(III) **AFTER COMPLETING EITHER (I) OR (II) ABOVE YOU MUST ALSO COMPLETE THE FOLLOWING:**

I, being first duly sworn, on my oath also state I am a United States citizen or have been admitted to the United States as a permanent resident alien, or refugee and have resided in Florida for a minimum of twelve (12) months immediately preceding the first day of class of the current term at M-DCC. I am a

bona fide resident of ______________ County, Florida, registered to vote in Florida ______________ , ______________ .
Precinct Number County

Florida Drivers License Number ______________________ , License Tag Number ______________________

Indicate: ☐ U.S. Citizen ☐ Permanent Resident Alien ☐ Refugee
☐ Cuban Refugee permanently residing in Dade County less than twelve months. ______________________
Please Provide Immigration Number

U.S. Serviceman on active duty in Florida ☐ or dependent ☐ Duty station ______________________

Retired U.S. military veteran with 20 years or more active military service living in Florida at retirement or within one year after retirement ☐ or dependent ☐

____
SIGNATURE OF PERSON WHO CLAIMS FLORIDA RESIDENCY

SWORN TO AND SUBSCRIBED BEFORE ME

THIS __________ DAY OF ______________ , 19______

____
STREET ADDRESS

____
NOTARY PUBLIC

____
CITY COUNTY STATE

AR Form 1a [Rev. 5/76] Per SBR 6A-14.52 Florida Resident for purposes of Assessing Student Fees.

1. If you are over 18, how should you fill out the application form?

   a. Your parents should fill out section (1) and a notary public should fill out the rest.

   b. You should fill out all three sections yourself.

   c. You should fill out section (11) and then complete section (111) and sign it in front of a notary public.

   d. You should fill out section (11) only, and sign your name.

This is a section from the Steps to Registration at Miami-Dade.

****New Students must apply for admission in room 1123-A before attempting to register.***

STEP NO. 1

Pick up your appointment card at the registration information center on the main concourse of Scott Hall. (Proceed to Step No. 2 if you have already received your appointment card in the mail).

STEP NO. 2

Pick up and read registration handbook and make an appointment to see your faculty advisor. All registration materials are available in the main concourse of Scott Hall. The Red Registration Form and the Vocational-Educational Goals form are both required forms for registration.

STEP NO. 3

Secure the approval of a faculty advisor before registering for courses. Many courses are restricted and require a signature of approval before processing will be allowed. Refer to the Handbook Listing of courses requiring departmental approval or remarks reading, "Signature Required" printed immediately beneath the course title for this information.

STEP NO. 4

Report to Room 1164, Scott Hall, according to your appointed day and time with both the Red Registration form and the Educational-Vocational Goals form completed.

2. If you get your appointment card in the mail, what is your next step?

    a. Read the registration handbook.

    b. Report to room 1123-A.

    c. Get your faculty advisor's signature on the red form.

    d. Pick up your appointment card in the information center.

3. What would be the best place to get help if you are confused about the steps in the registration process?

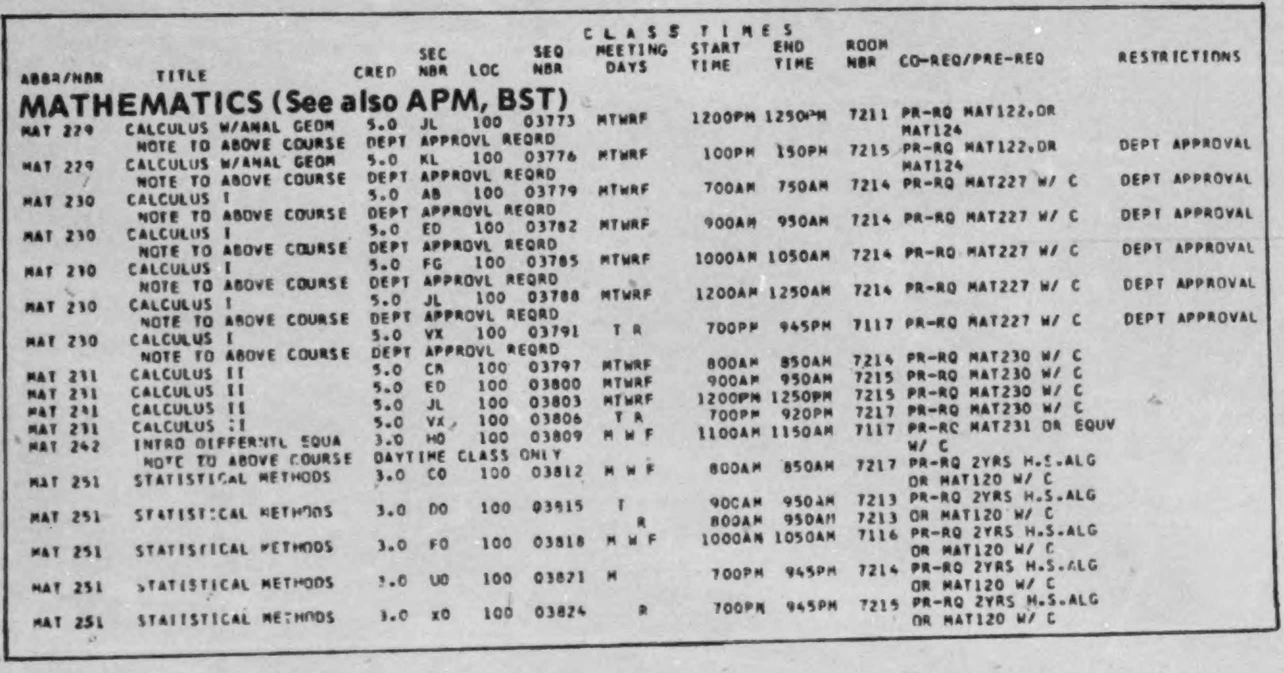
    a. The Red Registration Form

    b. The registration information center.

    c. The admissions office in room 1123-A.

    d. The handbook listing of courses.

This is a section from the Course Selection Handbook at Miami-Dade.



						CLASS TIMES					
ABBR/NBR	TITLE	CRED	SEC NBR	LOC	SEQ NBR	MEETING DAYS	START TIME	END TIME	ROOM NBR	CO-REQ/PRE-REQ	RESTRICTIONS
MATHEMATICS (See also APM, BST)											
MAT 229	CALCULUS W/ANAL GEOM	5.0	JL	100	03773	MTWRF	1200PM	1250PM	7211	PR-RQ MAT122,OR MAT124	
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 229	CALCULUS W/ANAL GEOM	5.0	KL	100	03776	MTWRF	100PM	150PM	7215	PR-RQ MAT122,OR MAT124	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 230	CALCULUS I	5.0	AB	100	03779	MTWRF	700AM	750AM	7214	PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 230	CALCULUS I	5.0	ED	100	03782	MTWRF	900AM	950AM	7214	PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 230	CALCULUS I	5.0	FG	100	03785	MTWRF	1000AM	1050AM	7214	PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 230	CALCULUS I	5.0	JL	100	03788	MTWRF	1200AM	1250AM	7214	PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 230	CALCULUS I	5.0	VX	100	03791	T R	700PM	945PM	7117	PR-RQ MAT227 W/ C	DEPT APPROVAL
	NOTE TO ABOVE COURSE	DEPT APPROVL REQRD									
MAT 231	CALCULUS II	5.0	CR	100	03797	MTWRF	800AM	850AM	7214	PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	ED	100	03800	MTWRF	900AM	950AM	7215	PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	JL	100	03803	MTWRF	1200PM	1250PM	7215	PR-RQ MAT230 W/ C	
MAT 231	CALCULUS II	5.0	VX	100	03806	T R	700PM	920PM	7217	PR-RQ MAT230 W/ C	
MAT 242	INTRO DIFFERNTL EQUA	3.0	HO	100	03809	M W F	1100AM	1150AM	7117	PR-RC MAT231 OR EQUV W/ C	
	NOTE TO ABOVE COURSE	DAYTIME CLASS ONLY									
MAT 251	STATISTICAL METHODS	3.0	CO	100	03812	M W F	800AM	850AM	7217	PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	DO	100	03815	T R	900AM 800AM	950AM 950AM	7213 7213	PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	FO	100	03818	M W F	1000AM	1050AM	7116	PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	UO	100	03821	M	700PM	945PM	7214	PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	
MAT 251	STATISTICAL METHODS	3.0	XO	100	03824	R	700PM	945PM	7215	PR-RQ 2YRS H.S.ALG OR MAT120 W/ C	

4. If you want to take Calculus I, which of the following is true?

   a. You must have successfully completed MAT 230.

   b. You will get three credits if you pass the course.

   c. You must have departmental approval.

   d. You can take the course on any night of the week.

5. If you want to take MAT 251 and you work from 3:00 to 11:00 P.M. every night so you want to be able to sleep as late as possible in the mornings, which would be the best sequence number for you to take?

   a. 03818

   b. 03812

   c. 03824

   d. 03809

This is a section from the Faculty-Administration-Staff Directory at Miami-Dade.

ON CAMPUS CALLS

To reach another office on campus dial the extension as it appears in this directory.

OFF-CAMPUS CALLS

Dial "9". Wait for second dial tone. Dial off-campus number at North Campus.

Dial "9". Dial off-campus number at South and Downtown Campuses.

Unless otherwise designated, all lines are as follows :

North Campus lines begin with the number "4" and are preceded by the prefix "685".

South Campus lines begin with the number "1" and are preceded by the prefix "596".

Downtown Campus lines begin with the number "6" and are preceded by the prefix "577".

NAME	DEPARTMENT	PHONE NO.	ROOM NO.
FERNALD, FRED E.	SECURITY	4351	1177
FERNANDEZ, MARGARITA	AUDIO VISUAL	4451	2249-6
FERNANDEZ, MARIE A.	LIBRARY	6788	1221
FERNANDEZ, MAURA	CENTRAL ACCOUNTING	1263	3207
FERNANDEZ, MELBA	ATHLETICS	6839	1508
FERNANDEZ, MYRNA	REGISTRAR	6770	1158
FERNANDEZ, TERRY	INSTRUCTIONAL RESOURCES	1341	2212
FERRER, ARMANDO	REGISTRAR	1111	3135
FERRER, ROSA	BURSAR	6710	1183
FERRETTI, JOHN J.	COMPUTER OPERATIONS	1131	3115
FERRO, ELOISA G.	FOREIGN LANGUAGES	1107	6306

6. If you were using a North Campus phone to call Ms. Fernandez in Central Accounting on South Campus, what number would you dial?

a. 685-3207

b. 9-596-1263

c. 577-6788

d. 9-685-1263

7. Which is the best subject card catalogue drawer to look in to find a book with information on symptoms of heart disease in Americans?

   a. ABE-ANO

   b. DIT-DOR

   c. HAB-HUM

   d. SRO-TAB

8. Which of the following author's name would come first in a tray of library catalogue cards?

   a. Kathy Stiggins

   b. Mark Stanford

   c. Martha Stanford

   d. Adam Swift

9. What is the correct alphabetical order of the following names?

   a. Hemingway, Faulkner, Fitzgerald, O'Connor, Oates

   b. Faulkner, Fitzgerald, Hemingway, Oates, O'Connor

   c. O'Connor, Faulkner, Fitzgerald, Hemingway, Oates

   d. Fitzgerald, Faulkner, Hemingway, Oates, O'Connor

10. If you were looking up the word "karate" in the dictionary, you would find it on the page between which of these two entry words?

    a. kaolinite/katydid

    b. Korea Bay/krypton

    c. kaka/kaolin

    d. katzenjammer/keep

This is a section from a writing textbook index.

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11. What would be the best page(s) to read in order to learn how to outline a research paper?

    a. 272

    b. 4-7

    c. 273-278

    d. 268

12. Which of the following headings would be the best source of information on how to footnote?

    a. Sources, citation of or Research procedure:documentation

    b. Social levels of words or Standard English

    c. Statement of intent, as purpose statement

    d. Statement of fact

This is a section from an automobile owner's manual.

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13. If you have positioned the jack for changing the right front tire, what else should you do before jacking up the car?

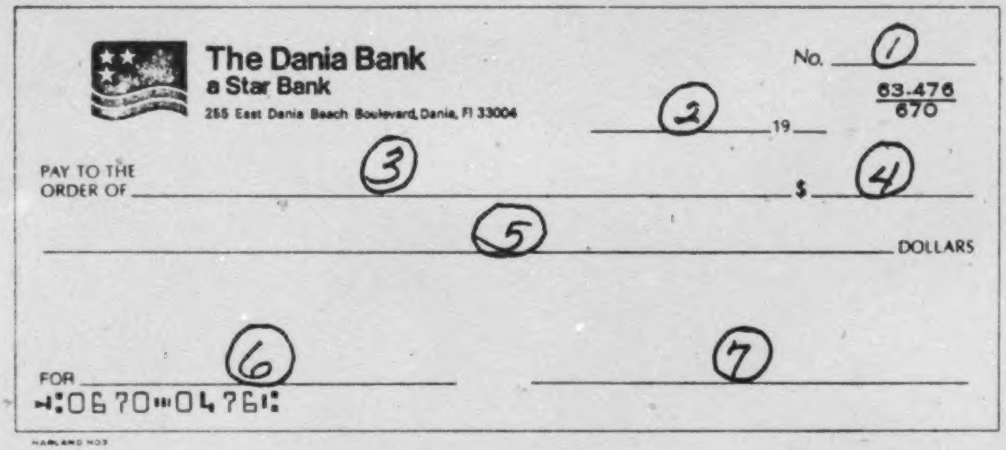
    a. Block the right front tire.

    b. Remove the hubcap and the wheel nuts.

    c. Make sure the wheel nuts are on tight.

    d. Block the left rear wheel.

This is a check. Imagine that the check belongs to a student named Curtis Brown and he is writing a check to Miami-Dade Community College for his tuition in the amount of $217.02.



The Dania Bank
a Star Bank
255 East Dania Beach Boulevard, Dania, Fl 33004

No. ①

63-476
670

② 19

PAY TO THE ORDER OF ③ $ ④

⑤ DOLLARS

FOR ⑥ ⑦

⑆0670⑈0476⑆

14. What goes in blank 3?

    a. $217.02 tuition

    b. Dade Junior Fee Collector

    c. Curtis Brown

    d. Miami-Dade Community College

15. What goes in blank 5?

    a. Tuition fees

    b. $217.02 ————————————

    c. Two hundred seventeen and $\frac{02}{100}$ ————————

    d. Two hundred and seventeen dollars and two cents

16. What goes in blank 7?

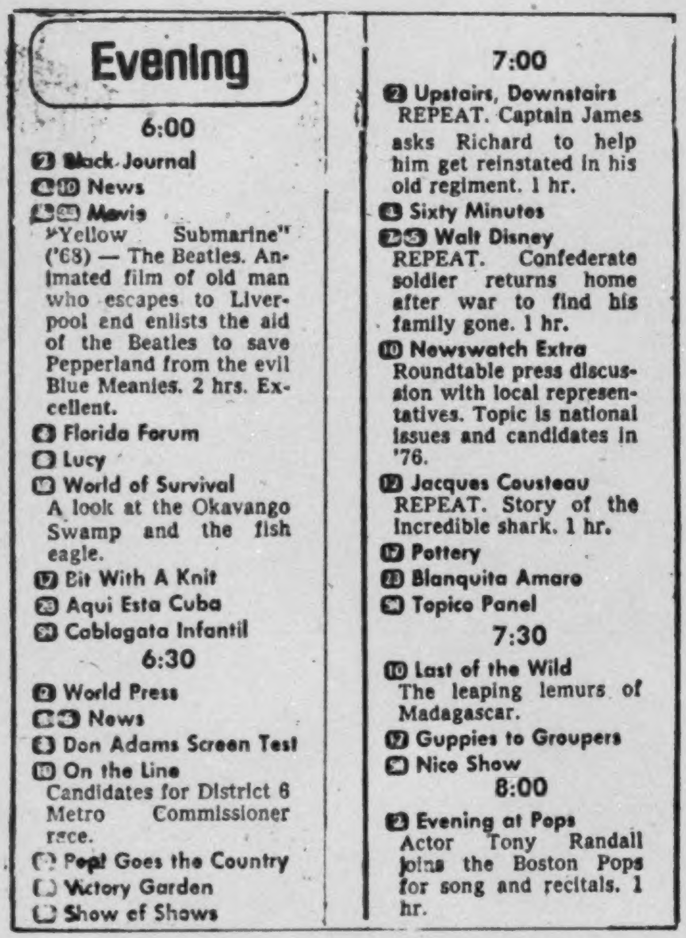
    a. Curtis Brown

    b. Miami-Dade Community College tuition

    c. $217.02

    d. Curtis Brown

This is a section from a T.V. schedule.



Evening

6:00

2 Black Journal
4 10 News
6 [illegible] Movie
"Yellow Submarine" ('68) — The Beatles. Animated film of old man who escapes to Liverpool and enlists the aid of the Beatles to save Pepperland from the evil Blue Meanies. 2 hrs. Excellent.
[illegible] Florida Forum
[illegible] Lucy
12 World of Survival
A look at the Okavango Swamp and the fish eagle.
17 Bit With A Knit
23 Aqui Esta Cuba
51 Coblagata Infantil

6:30

2 World Press
[illegible] News
[illegible] Don Adams Screen Test
10 On the Line
Candidates for District 6 Metro Commissioner race.
[illegible] Pop! Goes the Country
[illegible] Victory Garden
[illegible] Show of Shows

7:00

2 Upstairs, Downstairs
REPEAT. Captain James asks Richard to help him get reinstated in his old regiment. 1 hr.
4 Sixty Minutes
[illegible] Walt Disney
REPEAT. Confederate soldier returns home after war to find his family gone. 1 hr.
10 Newswatch Extra
Roundtable press discussion with local representatives. Topic is national issues and candidates in '76.
12 Jacques Cousteau
REPEAT. Story of the incredible shark. 1 hr.
17 Pottery
23 Blanquita Amaro
51 Topico Panel

7:30

10 Last of the Wild
The leaping lemurs of Madagascar.
17 Guppies to Groupers
51 Nico Show

8:00

2 Evening at Pops
Actor Tony Randall joins the Boston Pops for song and recitals. 1 hr.

17. What type of program is on channel 6 at 6:00 P.M.?

    a. News

    b. Movie

    c. Documentary

    d. Variety show

18. If you wanted to watch at least one regular news program and see both "World of Survival" and "Last of the Wild" before going out for the evening, what channels would you watch?

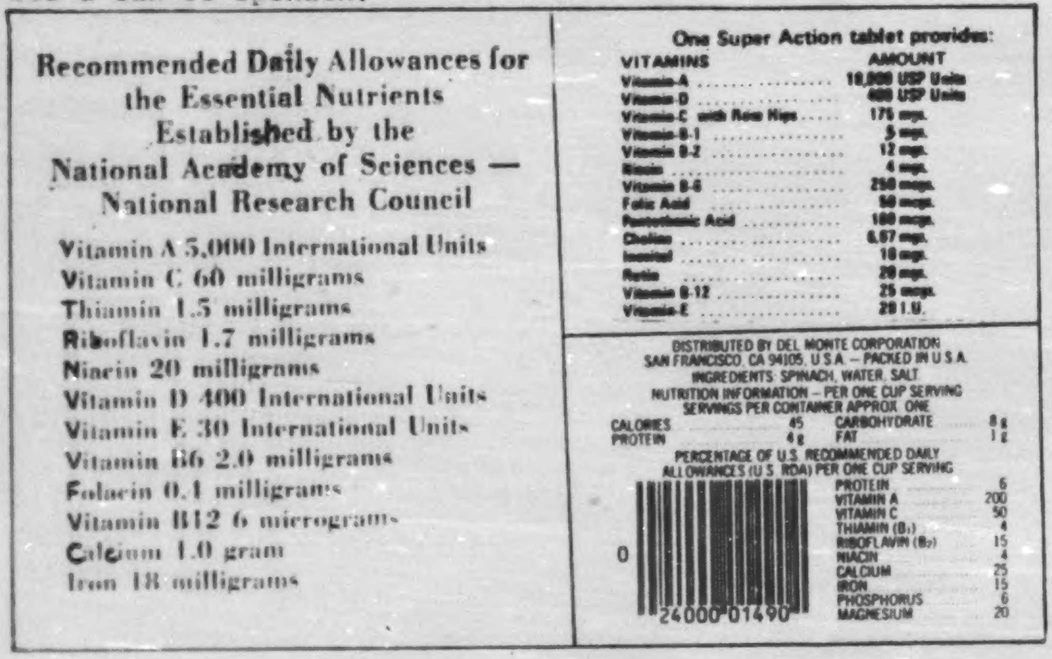
    a. 12, 4, and 10

    b. 7, 4, and 10

    c. 12 and 10

    d. 4 and 10

This is a chart of recommended nutrients, a list of the content of a vitamin tablet, and nutritional information for a can of spinach.



Recommended Daily Allowances for the Essential Nutrients Established by the National Academy of Sciences — National Research Council

Vitamin A 5,000 International Units
Vitamin C 60 milligrams
Thiamin 1.5 milligrams
Riboflavin 1.7 milligrams
Niacin 20 milligrams
Vitamin D 400 International Units
Vitamin E 30 International Units
Vitamin B6 2.0 milligrams
Folacin 0.4 milligrams
Vitamin B12 6 micrograms
Calcium 1.0 gram
Iron 18 milligrams

One Super Action tablet provides:

VITAMINS	AMOUNT
Vitamin-A	10,000 USP Units
Vitamin-D	400 USP Units
Vitamin-C with Rose Hips	175 mgs.
Vitamin-B-1	5 mgs.
Vitamin B-2	12 mgs.
Niacin	4 mgs.
Vitamin B-6	250 mcgs.
Folic Acid	50 mcgs.
Pantothenic Acid	100 mcgs.
Choline	6.67 mgs.
Inositol	10 mgs.
Rutin	20 mgs.
Vitamin B-12	25 mcgs.
Vitamin-E	20 I.U.

DISTRIBUTED BY DEL MONTE CORPORATION
SAN FRANCISCO, CA 94105, U.S.A. — PACKED IN U.S.A.
INGREDIENTS: SPINACH, WATER, SALT
NUTRITION INFORMATION — PER ONE CUP SERVING
SERVINGS PER CONTAINER APPROX. ONE

CALORIES	45	CARBOHYDRATE	8 g
PROTEIN	4 g	FAT	1 g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA) PER ONE CUP SERVING

PROTEIN	6
VITAMIN A	200
VITAMIN C	50
THIAMIN (B_1)	4
RIBOFLAVIN (B_2)	15
NIACIN	4
CALCIUM	25
IRON	15
PHOSPHORUS	6
MAGNESIUM	20

0 24000 01490

19. If you took one Super Action tablet each day, which essential nutrient would you still need more of?

    a. A

    b. C

    c. Niacin

    d. Vitamin B12

20. Which nutrient does a serving of spinach supply more than the daily requirement of?

    a. A

    b. C

    c. Fat

    d. Riboflavin

This is a recipe for peanut butter bread.

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23. What should you do to the pans before you put the dough in them to bake?

    a. Sponge them out

    b. Knead them

    c. Oil them

    d. Heat them to 350°F for about 40 minutes

This is a section from an Allstate automobile policy.

> **COVERAGE DE — Diminishing Deductible Automobile Collision Insurance**
>
> Allstate will pay with respect to the owned automobile or non-owned automobile the entire amount of any loss, caused by collision, that exceeds $100. If the loss is less than $100 but exceeds $50, the insured will pay the difference between the amount of loss and $100 and Allstate will pay the balance of such loss, and if the loss is $50 or less, Allstate shall not be liable for any payment; however, if the collision involves the owned automobile and another automobile insured by Allstate, the entire amount of loss to the owned automobile will be paid by Allstate.

24. According to Coverage DE, if you were in an accident, you would have to pay least out of your own pocket if the damage to your car was how much?

    a. Under $50

    b. $70

    c. $90

    d. Over $100

This is a section of an apartment lease.

> FIRST. The lessee shall not assign this lease, nor sub-let the premises, or any part thereof nor use the same, or any part thereof, nor permit the same, or any part thereof, to be used for any other purpose than as above stipulated, nor make any alterations therein, and all additions thereto, without written consent of the lessor, and all additions, fixtures or improvements which may be made by lessee, except movable personal furniture, shall become the property of the lessor and remain upon the premises as a part thereof, and be surrendered with the premises at the termination of this lease.
>
> SECOND. All personal property placed or moved in the premises above described shall be at the risk of the lessee or owner thereof, and lessor shall not be liable for any damage to said personal property, or to the lessee arising from the bursting or leaking of water pipes, or from any act of negligence of any co-tenant or occupants of the building or of any other person whomsoever.
>
> THIRD. That the tenant shall promptly execute and comply with all statutes, ordinances, rules, orders, regulations and requirements of the Federal, State and City Government and of any and all their Departments and Bureaus applicable to said premises, for the correction, prevention and abatement of nuisances or other grievances, in, upon, or connected with said premises during said term, and shall also promptly comply with and execute all rules, orders and regulations of the Southeastern Underwriters Association for the prevention of fires, at tenant's own cost and expense.
>
> FOURTH. In the event the premises shall be destroyed or so damaged or injured by fire or other casualty during the life of this agreement, whereby the same shall be rendered untenantable, then the lessor shall have the right to render said premises tenantable by repairs within thirty days therefrom. If said premises are not rendered tenantable within said time, it shall be optional with either party hereto to cancel this lease, and in the event of such cancellation the rent shall be paid only to the date of such fire or casualty. The cancellation herein mentioned shall be evidenced in writing.
>
> FIFTH. The prompt payment of the rent for said premises upon the dates named, and the faithful observance of the rules and regulations printed upon this lease, and which are hereby made a part of this covenant, and of such other and further rules or regulations as may be hereafter made by the lessor, are the conditions upon which the lease is made and accepted and any failure on the part of the lessee to comply with the terms of said lease, or any of said rules and regulations now in existence, or which may be hereafter prescribed by the lessor, shall at the option of the lessor, work a forfeiture of this contract, and all of the rights of the lessee hereunder, and thereupon the lessor, his agents or attorneys, shall have the right to enter said premises, and remove all persons therefrom forcibly or otherwise, and the lessee thereby expressly waives any and all notice required by law to terminate tenancy, and also waives any and all legal proceedings to recover possession of said premises, and expressly agrees that in the event of a violation of any of the terms of this lease, or of said rules and regulations, now in existence, or which may hereafter be made, said lessor, his agent or attorneys, may immediately re-enter said premises and dispossess lessee without legal notice or the institution of any legal proceedings whatsoever.

25. If you violate any terms of the lease, what may happen?

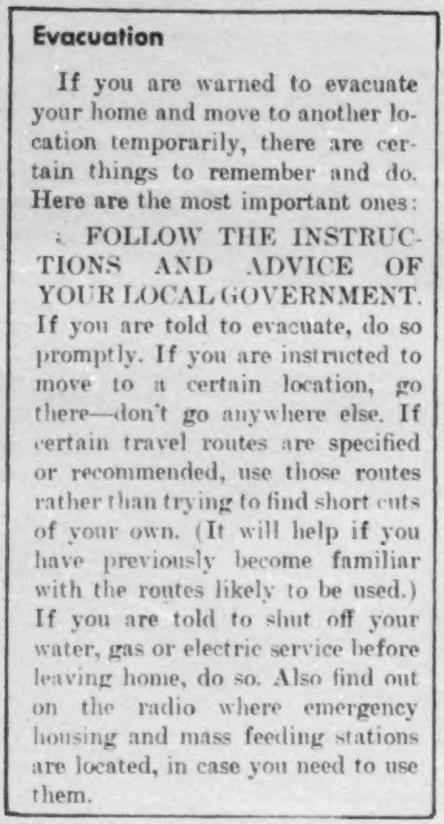
    a. You may not be able to sublet.

    b. You may be reported to the Southeastern Underwriters.

    c. You may have to pay extra rent.

    d. You may be dispossessed without notice.

This is a section from a citizen's handbook on natural disasters (chapter on hurricanes) put out by the Office of Civil Defense.



Evacuation

If you are warned to evacuate your home and move to another location temporarily, there are certain things to remember and do. Here are the most important ones:

FOLLOW THE INSTRUCTIONS AND ADVICE OF YOUR LOCAL GOVERNMENT. If you are told to evacuate, do so promptly. If you are instructed to move to a certain location, go there—don't go anywhere else. If certain travel routes are specified or recommended, use those routes rather than trying to find short cuts of your own. (It will help if you have previously become familiar with the routes likely to be used.) If you are told to shut off your water, gas or electric service before leaving home, do so. Also find out on the radio where emergency housing and mass feeding stations are located, in case you need to use them.

26. What is the most important idea (most stressed) in this section?

    a. In case of a hurricane, evacuate immediately.

    b. Do what you are told to do by your local government.

    c. Practice short-cut travel routes ahead of time.

    d. Have plenty of food on hand.

This is a section from a pamphlet put out by the Governor's Crime Prevention Committee.

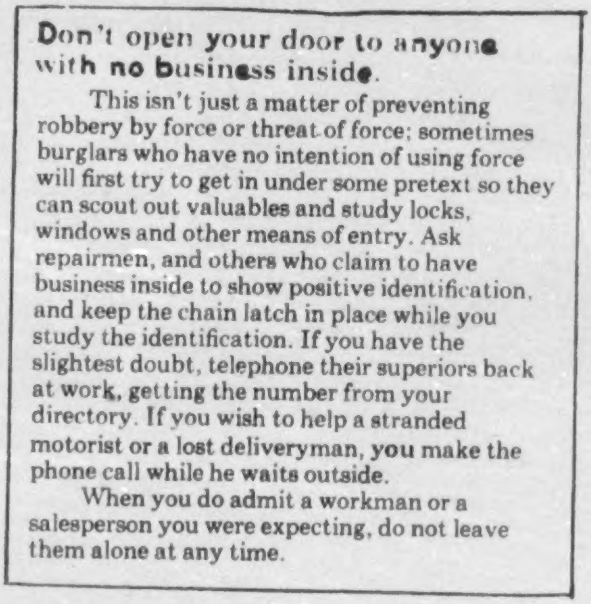
27. It is all right to let a stranger into your home under what circumstances?

    a. If the person will not use force

    b. If you wish to help a stranded motorist

    c. If you have checked the person's identification and you do not leave the person alone

    d. If you ask the person for a supervisor's number

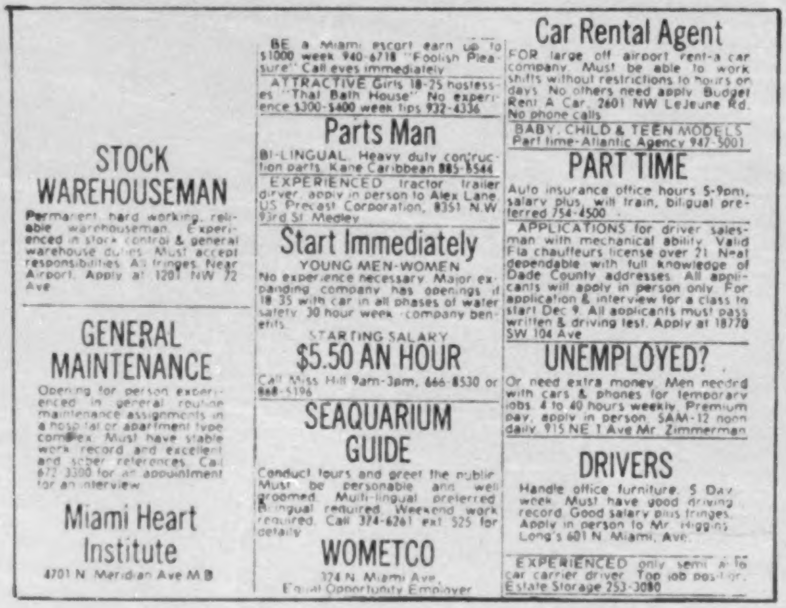


Don't open your door to anyone with no business inside.

This isn't just a matter of preventing robbery by force or threat of force; sometimes burglars who have no intention of using force will first try to get in under some pretext so they can scout out valuables and study locks, windows and other means of entry. Ask repairmen, and others who claim to have business inside to show positive identification, and keep the chain latch in place while you study the identification. If you have the slightest doubt, telephone their superiors back at work, getting the number from your directory. If you wish to help a stranded motorist or a lost deliveryman, you make the phone call while he waits outside.

When you do admit a workman or a salesperson you were expecting, do not leave them alone at any time.

This is a section from the classified ads (employment section) of The Miami Herald newspaper.



STOCK WAREHOUSEMAN

Permanent hard working, reliable warehouseman. Experienced in stock control & general warehouse duties. Must accept responsibilities. All fringes. Near Airport. Apply at 1201 NW 72 Ave

GENERAL MAINTENANCE

Opening for person experienced in general routine maintenance assignments in a hospital or apartment type complex. Must have stable work record and excellent and sober references. Call 672-3300 for an appointment for an interview

Miami Heart Institute

4701 N. Meridian Ave M.B

BE a Miami escort earn up to $1000 week 940-6718 "Foolish Pleasure" Call eves immediately

ATTRACTIVE Girls 18-25 hostesses "That Bath House" No experience $300-$400 week tips 932-4336

Parts Man

BI-LINGUAL. Heavy duty construction parts. Kane Caribbean 885-8544

EXPERIENCED tractor trailer dirver, apply in person to Alex Lane, US Precast Corporation, 8351 N.W 93rd St Medley

Start Immediately

YOUNG MEN-WOMEN

No experience necessary. Major expanding company has openings if 18-35 with car in all phases of water safety. 30 hour week. company benefits.

STARTING SALARY

$5.50 AN HOUR

Call Miss Hill 9am-3pm, 666-8530 or 868-5196

SEAQUARIUM GUIDE

Conduct tours and greet the public. Must be personable and well groomed. Multi-lingual preferred. Bi-lingual required. Weekend work required. Call 374-6261 ext 525 for details

WOMETCO

374 N. Miami Ave.
Equal Opportunity Employer

Car Rental Agent

FOR large off airport rent-a car company. Must be able to work shifts without restrictions to hours or days. No others need apply. Budget Rent A Car, 2601 NW LeJeune Rd. No phone calls

BABY, CHILD & TEEN MODELS Part time-Atlantic Agency 947-5001

PART TIME

Auto insurance office hours 5-9pm, salary plus, will train, bilgual preferred 754-4500

APPLICATIONS for driver salesman with mechanical ability. Valid Fla chauffeurs license over 21. Neat dependable with full knowledge of Dade County addresses. All applicants will apply in person only. For application & interview for a class to start Dec 9. All applicants must pass written & driving test. Apply at 18770 SW 104 Ave

UNEMPLOYED?

Or need extra money. Men needed with cars & phones for temporary jobs. 4 to 40 hours weekly. Premium pay, apply in person. 8AM-12 noon daily. 915 NE 1 Ave Mr. Zimmerman

DRIVERS

Handle office furniture. 5 Day week. Must have good driving record. Good salary plus fringes. Apply in person to Mr. Higgins Long's 601 N. Miami, Ave.

EXPERIENCED only semi auto car carrier driver. Top job position. Estate Storage 253-3080

28. If you want to work as a Seaquarium guide, which of the following is true?

    a. You must have your own car to get equal opportunity.

    b. You must have short hair.

    c. You must be multilingual.

    d. You must work on weekends.

29. If you have no job experience and you must be certain in advance that you will earn at least $150 a week, which is the best ad to answer?

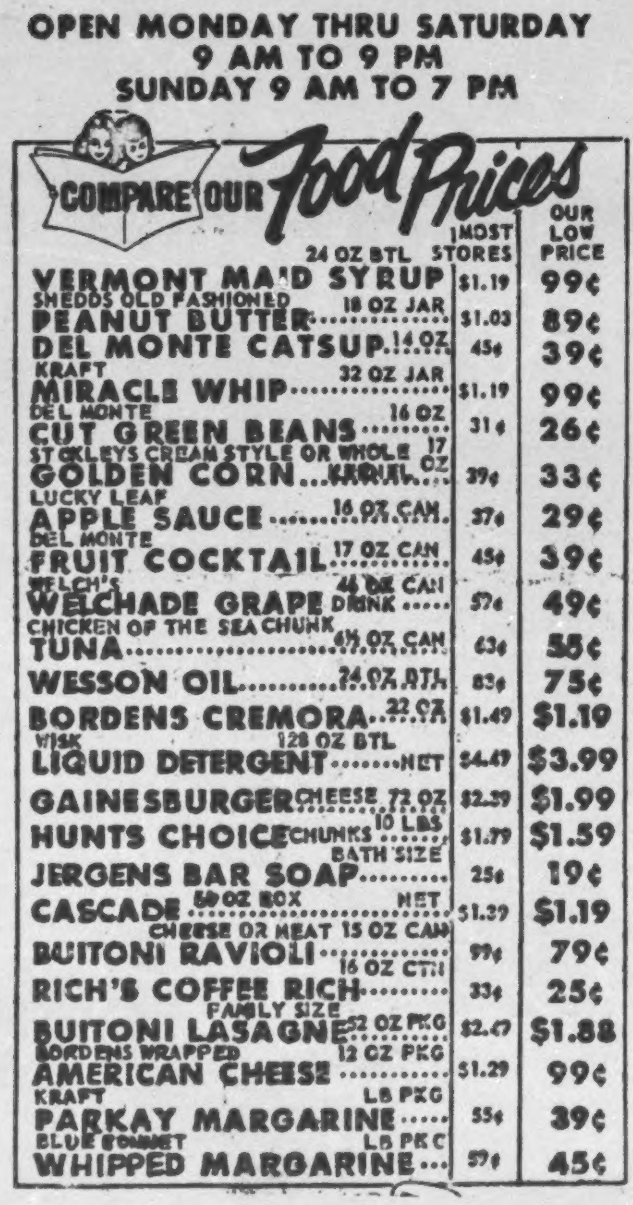
    a. Miss Hill at 666-8530

    b. "Foolish Pleasure" at 940-6718

    c. Miami Heart Institute at 672-3300

    d. Apply in person to Mr. Higgins at Long's

This is a section of a super market ad from a daily newspaper.



OPEN MONDAY THRU SATURDAY
9 AM TO 9 PM
SUNDAY 9 AM TO 7 PM

COMPARE OUR Food Prices

	MOST STORES	OUR LOW PRICE
VERMONT MAID SYRUP 24 OZ BTL	$1.19	99¢
SHEDDS OLD FASHIONED PEANUT BUTTER 18 OZ JAR	$1.03	89¢
DEL MONTE CATSUP 14 OZ	45¢	39¢
KRAFT MIRACLE WHIP 32 OZ JAR	$1.19	99¢
DEL MONTE CUT GREEN BEANS 16 OZ	31¢	26¢
STOKLEYS CREAM STYLE OR WHOLE GOLDEN CORN KERNEL 17 OZ	39¢	33¢
LUCKY LEAF APPLE SAUCE 16 OZ CAN	37¢	29¢
DEL MONTE FRUIT COCKTAIL 17 OZ CAN	45¢	39¢
WELCH'S WELCHADE GRAPE DRINK 46 OZ CAN	57¢	49¢
CHICKEN OF THE SEA CHUNK TUNA 6½ OZ CAN	63¢	55¢
WESSON OIL 24 OZ BTL	83¢	75¢
BORDENS CREMORA 22 OZ	$1.49	$1.19
WISK LIQUID DETERGENT 128 OZ BTL NET	$4.47	$3.99
GAINESBURGER CHEESE 72 OZ	$2.29	$1.99
HUNTS CHOICE CHUNKS 10 LBS	$1.79	$1.59
JERGENS BAR SOAP BATH SIZE	25¢	19¢
CASCADE 50 OZ BOX NET	$1.39	$1.19
BUITONI RAVIOLI CHEESE OR MEAT 15 OZ CAN	99¢	79¢
RICH'S COFFEE RICH 16 OZ CTN	33¢	25¢
BUITONI LASAGNE FAMILY SIZE 52 OZ PKG	$2.47	$1.88
BORDENS WRAPPED AMERICAN CHEESE 12 OZ PKG	$1.29	99¢
KRAFT PARKAY MARGARINE LB PKG	55¢	39¢
BLUE BONNET WHIPPED MARGARINE LB PKG	57¢	45¢

30. How much does a can of the least expensive vegetable cost?

    a. 25¢

    b. 26¢

    c. 29¢

    d. 39¢

31. What size is the container of something to drink?

    a. 17 oz.

    b. 24 oz.

    c. 46 oz.

    d. 128 oz.

32. How late is this store open on Thursday?

    a. 7:00 P.M.

    b. 9:00 A.M.

    c. 5:00 P.M.

    d. 9:00 P.M.

This is a Zip Code Map from the Greater Miami Telephone Directory.

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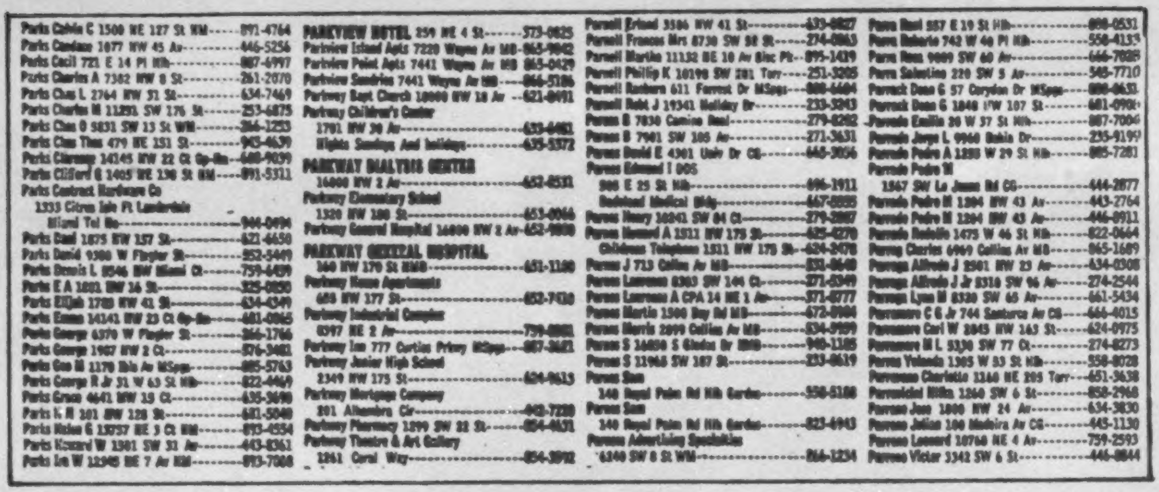
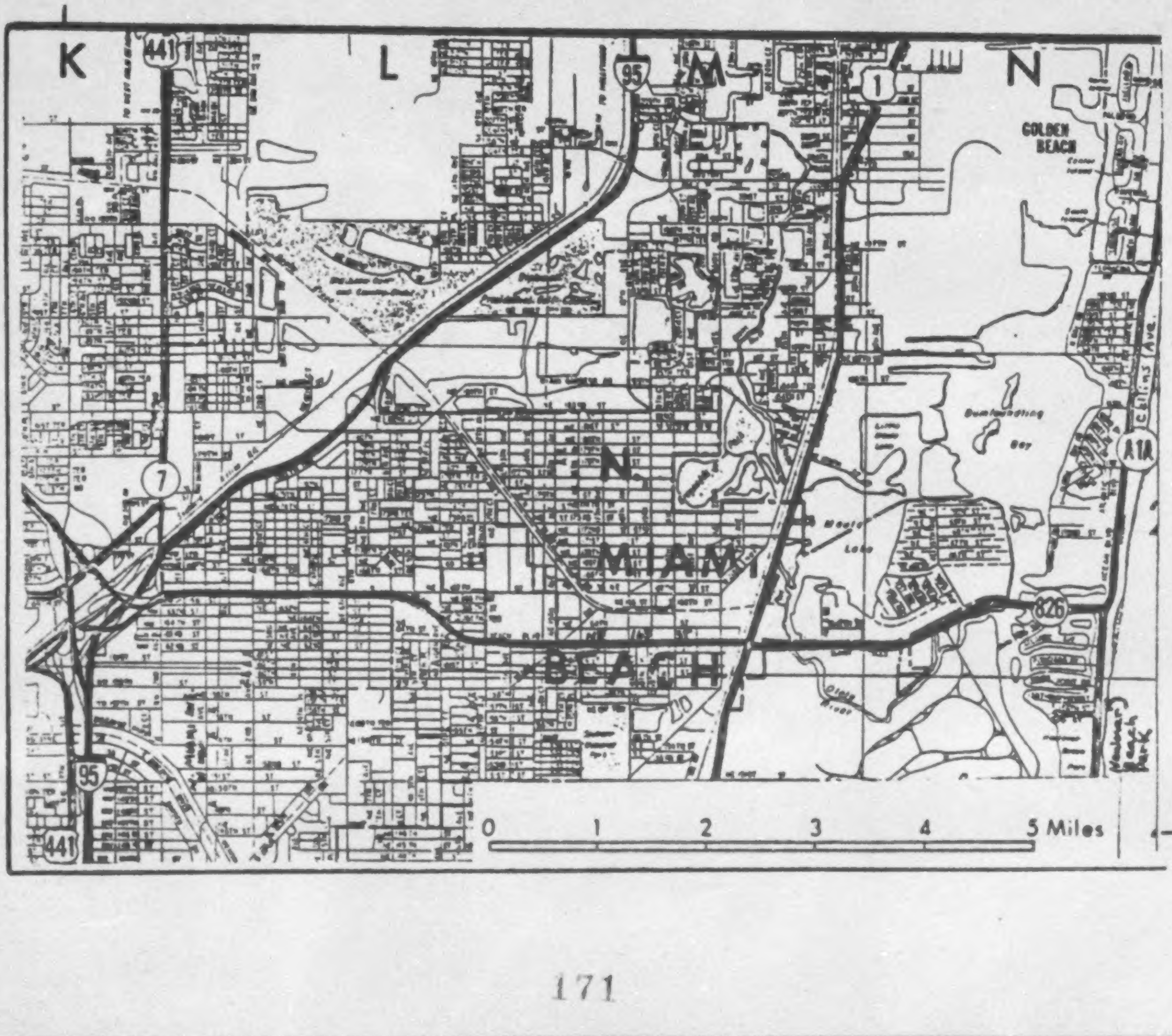
This is a section from the Greater Miami Telephone Directory.



Parks Calvin C 1500 NE 127 St NM	891-4764
Parks Candace 1077 NW 45 Av	446-5256
Parks Cecil 721 E 14 Pl Hlh	887-6997
Parks Charles A 7302 NW 8 St	261-2070
Parks Chas L 2764 NW 31 St	634-7469
Parks Charles M 11251 SW 176 St	253-6875
Parks Chas O 5831 SW 13 St WM	266-1253
Parks Chas Thos 479 NE 151 St	945-4639
Parks Clarence 14145 NW 22 Ct Op-Lk	688-9039
Parks Clifford G 1405 NE 136 St NM	891-5311
Parks Contract Hardware Co 1333 Citrus Isle Ft Lauderdale Miami Tel No	944-0494
Parks Carl 1875 NW 157 St	621-4650
Parks David 9300 W Flagler St	552-5449
Parks Dennis L 8546 NW Miami Ct	759-6459
Parks E A 1021 NW 16 St	325-0850
Parks Elijah 1780 NW 41 St	634-4349
Parks Emma 14141 NW 23 Ct Op-Lk	681-0965
Parks George 6370 W Flagler St	266-1766
Parks George 1907 NW 2 Ct	576-3481
Parks Geo H 1170 Ibis Av MSpgs	885-5763
Parks George R Jr 31 W 63 St Hlh	822-4469
Parks Grace 4441 NW 19 Ct	635-3690
Parks L H 201 NW 128 St	681-5040
Parks Helen G 13737 NE 3 Ct NM	893-4554
Parks Howard W 1501 SW 31 Av	443-8361
Parks Ira W 12545 NE 7 Av NM	893-7008
PARKVIEW HOTEL 259 NE 4 St	373-0825
Parkview Island Apts 7220 Wayne Av MB	865-9842
Parkview Point Apts 7441 Wayne Av MB	865-0429
Parkview Sundries 7441 Wayne Av MB	866-5186
Parkway Bapt Church 18000 NW 18 Av	621-8491
Parkway Children's Center 1701 NW 30 Av	633-6481
Nights Sundays And Holidays	635-5372
PARKWAY DIALYSIS CENTER 16000 NW 2 Av	652-6531
Parkway Elementary School 1320 NW 188 St	653-0066
Parkway General Hospital 16800 NW 2 Av	652-9800
PARKWAY GENERAL HOSPITAL 160 NW 170 St NMB	651-1100
Parkway House Apartments 680 NW 177 St	652-7430
Parkway Industrial Complex 6797 NE 2 Av	759-8881
Parkway Inn 777 Curtiss Pkwy MSpgs	887-3621
Parkway Junior High School 2349 NW 175 St	624-9613
Parkway Mortgage Company 201 Alhambra Cir	442-7230
Parkway Pharmacy 1299 SW 22 St	854-4631
Parkway Theatre & Art Gallery 1261 Coral Way	854-3992
Parnell Erland 3586 NW 41 St	633-0827
Parnell Frances Mrs 8730 SW 58 St	274-0863
Parnell Martha 11132 NE 10 Av Bisc Pk	895-1439
Parnell Phillip K 10190 SW 201 Terr	251-3205
Parnell Barbara 611 Forrest Dr MSpgs	888-6604
Parnell Robt J 19341 Holiday Dr	233-3243
Parnes B 7830 Camino Real	279-8282
Parnes B 7901 SW 105 Av	271-3631
Parnes David E 4301 Univ Dr CG	665-3056
Parnes Edmund I DDS 900 E 25 St Hlh	696-1911
[illegible] Medical Bldg	667-8888
Parnes Henry 10241 SW 84 Ct	279-2887
Parnes Howard A 1511 NW 175 St	625-0270
Childrens Telephone 1511 NW 175 St	624-2478
Parnes J 713 Collins Av MB	531-8640
Parnes Lawrence 8303 SW 144 Ct	271-5349
Parnes Lawrence A CPA 14 NE 1 Av	371-8777
Parnes Martin 1500 Bay Rd MB	672-8984
Parnes Morris 2899 Collins Av MB	534-9959
Parnes S 16850 S Glades Dr NMB	940-1185
Parnes S 11966 SW 187 St	233-0619
Parnes Sam 140 Royal Palm Rd Hlh Gardns	558-5188
Parnes Sam 140 Royal Palm Rd Hlh Gardns	823-6943
Parnes Advertising Specialties 6340 SW 8 St WM	266-1234
Parra Raul 557 E 19 St Hlh	888-0531
Parra Roberto 742 W 46 Pl Hlh	558-4133
Parra Rosa 9009 SW 60 Av	666-7028
Parra Salustino 220 SW 5 Av	545-7710
Parrack Dean G 57 Corydon Dr MSpgs	888-0631
Parrack Dean G 1848 NW 107 St	681-0900
Parrado Emilio 20 W 37 St Hlh	887-7006
Parrado Jorge L 9960 Bahia Dr	235-9199
Parrado Pedro A 1255 W 29 St Hlh	885-7281
Parrado Pedro M 1547 SW Le Jeune Rd CG	444-2877
Parrado Pedro M 1204 NW 43 Av	443-2764
Parrado Pedro M 1204 NW 43 Av	446-8911
Parrado Rodolfo 1475 W 46 St Hlh	822-0664
Parrag Charles 6969 Collins Av MB	865-1689
Parraga Alfredo J 2501 NW 23 Av	634-0308
Parraga Alfredo J Jr 8310 SW 96 Av	274-2544
Parraga Lynn M 8320 SW 65 Av	661-5434
Parramore C G Jr 744 Santurce Av CG	666-4015
Parramore Carl W 3845 NW 163 St	624-0975
Parramore M L 5330 SW 77 Ct	274-8273
Parras Yolanda 1305 W 53 St Hlh	558-8028
Parravano Charlotte 1160 NE 205 Terr	651-3638
Parravicini Nilda 1260 SW 6 St	858-2968
Parrazo Jose 1800 NW 24 Av	634-3830
Parrazo Julian 106 Madeira Av CG	445-1130
Parrazo Leonard 10766 NE 4 Av	759-2593
Parrazo Victor 3342 SW 6 St	446-8844

This is a section of a Dade County map.



Use the maps and telephone directory listings on the two pages before this one to answer questions 33 through 38.

33. What number would you dial to call Parkway Children's Center on Sunday?

    a. 653-0066

    b. 633-6481

    c. 652-0531

    d. 635-5372

34. What is the Zip Code for Parkway General Hospital?

    a. 33169

    b. 33162

    c. 33167

    d. 33168

35. What street divides North Miami Beach East and West?

    a. Biscayne Boulevard

    b. North Miami Avenue

    c. N.E. 163 Street

    d. Ives Dairy Road

36. About how far is it from the intersection of N.E. 163 Street and U.S. 1 to the intersection of Highway 826 and A1A?

    a. Less than two miles

    b. Between three and five miles

    c. Between five and ten miles

    d. Over ten miles

37. What is another name for Highway 441?

    a. Highway 95

    b. N.W. Miami Avenue

    c. N.W. 20 Street

    d. Highway 7

38. If you lived in the area of the largest major intersection shown on the Dade County map, what direction would you travel to get to Haulover Beach Park?

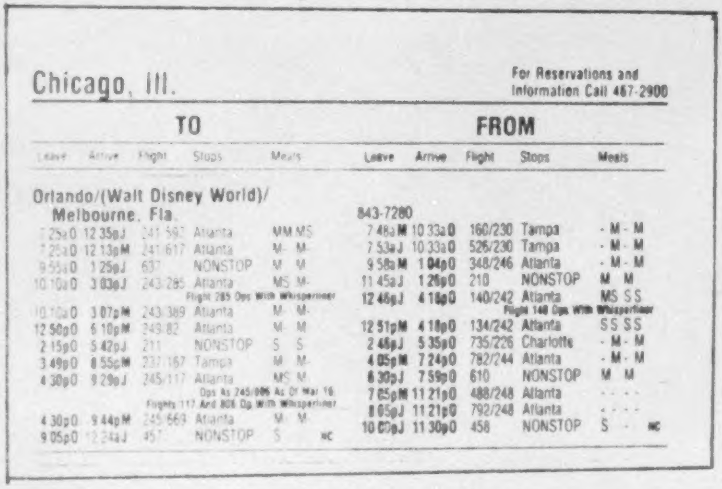
    a. East

    b. West

    c. North

    d. South

This is a section of a Chicago Timetable for Eastern Airlines.



Chicago, Ill.

For Reservations and Information Call 467-2900

TO					FROM				
Leave	Arrive	Flight	Stops	Meals	Leave	Arrive	Flight	Stops	Meals
Orlando/(Walt Disney World)/ Melbourne, Fla.					843-7280				
7 25a0	12 35pJ	241/597	Atlanta	MM MS	7 48aM	10 33a0	160/230	Tampa	- M - M
7 25a0	12 13pM	241/617	Atlanta	M- M-	7 53aJ	10 33a0	526/230	Tampa	- M - M
9 55a0	1 25pJ	637	NONSTOP	M M	9 58aM	1 04p0	348/246	Atlanta	- M - M
10 10a0	3 03pJ	243/285	Atlanta	MS M-	11 45aJ	1 26p0	210	NONSTOP	M M
Flight 285 Ops With Whisperliner					12 46pJ	4 18p0	140/242	Atlanta	MS S S
10 10a0	3 07pM	243/389	Atlanta	M- M-	Flight 140 Ops With Whisperliner				
12 50p0	6 10pM	243/82	Atlanta	M- M	12 51pM	4 18p0	134/242	Atlanta	S S S S
2 15p0	5 42pJ	211	NONSTOP	S S	2 46pJ	5 35p0	735/226	Charlotte	- M - M
3 49p0	8 55pM	237/167	Tampa	M M-	4 05pM	7 24p0	782/244	Atlanta	- M - M
4 30p0	9 29pJ	245/117	Atlanta	MS M	6 30pJ	7 59p0	610	NONSTOP	M M
Ops As 245/806 As Of Mar 16					7 05pM	11 21p0	488/248	Atlanta	- - - -
Flights 117 And 806 Op With Whisperliner					8 05pJ	11 21p0	792/248	Atlanta	- - - -
4 30p0	9 44pM	245/669	Atlanta	M- M-	10 00pJ	11 30p0	458	NONSTOP	S - NC
9 05p0	12 24aJ	457	NONSTOP	S NC					

39. According to this timetable, how many non-stop flights does this airline have from Chicago to Orlando daily?

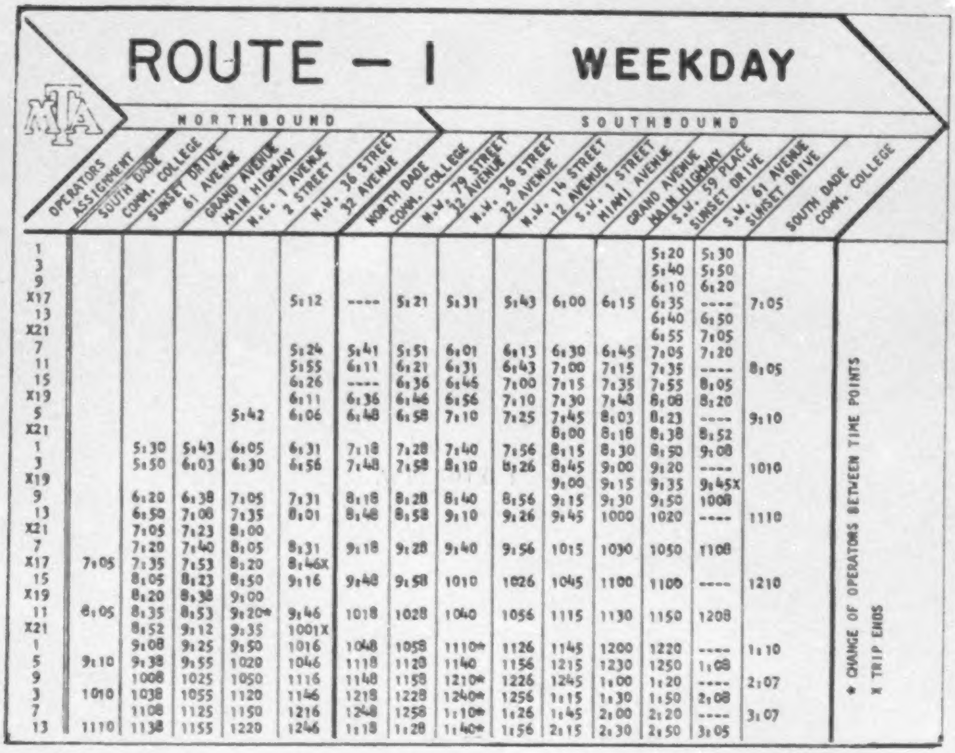
    a. 3

    b. 6

    c. 11

    d. None, all stop at Tampa or Atlanta

This is a section from MTA bus schedule.



MTA

ROUTE — I WEEKDAY

	NORTHBOUND					SOUTHBOUND								
OPERATORS ASSIGNMENT	SOUTH DADE COMM. COLLEGE	SUNSET DRIVE 61 AVENUE	GRAND AVENUE MAIN HIGHWAY	N.E. 1 AVENUE 2 STREET	N.W. 36 STREET 32 AVENUE	NORTH DADE COMM. COLLEGE	N.W. 79 STREET 32 AVENUE	N.W. 36 STREET 32 AVENUE	N.W. 14 STREET 12 AVENUE	S.W. 1 STREET MIAMI AVENUE	GRAND AVENUE MAIN HIGHWAY	S.W. 59 PLACE SUNSET DRIVE	S.W. 61 AVENUE SUNSET DRIVE	SOUTH DADE COMM. COLLEGE
1												5:20	5:30	
3												5:40	5:50	
9												6:10	6:20	
X17					5:12	----	5:21	5:31	5:43	6:00	6:15	6:35	----	7:05
13												6:40	6:50	
X21												6:55	7:05	
7					5:24	5:41	5:51	6:01	6:13	6:30	6:45	7:05	7:20	
11					5:55	6:11	6:21	6:31	6:43	7:00	7:15	7:35	----	8:05
15					6:26	----	6:36	6:46	7:00	7:15	7:35	7:55	8:05	
X19					6:11	6:36	6:46	6:56	7:10	7:30	7:48	8:08	8:20	
5				5:42	6:06	6:48	6:58	7:10	7:25	7:45	8:03	8:23	----	9:10
X21										8:00	8:18	8:38	8:52	
1		5:30	5:43	6:05	6:31	7:18	7:28	7:40	7:56	8:15	8:30	8:50	9:08	
3		5:50	6:03	6:30	6:56	7:48	7:58	8:10	8:26	8:45	9:00	9:20	----	1010
X19										9:00	9:15	9:35	9:45X	
9		6:20	6:38	7:05	7:31	8:18	8:28	8:40	8:56	9:15	9:30	9:50	1008	
13		6:50	7:08	7:35	8:01	8:48	8:58	9:10	9:26	9:45	1000	1020	----	1110
X21		7:05	7:23	8:00										
7		7:20	7:40	8:05	8:31	9:18	9:28	9:40	9:56	1015	1030	1050	1108	
X17	7:05	7:35	7:53	8:20	8:46X									
15		8:05	8:23	8:50	9:16	9:48	9:58	1010	1026	1045	1100	1100	----	1210
X19		8:20	8:38	9:00										
11	8:05	8:35	8:53	9:20*	9:46	1018	1028	1040	1056	1115	1130	1150	1208	
X21		8:52	9:12	9:35	1001X									
1		9:08	9:25	9:50	1016	1048	1058	1110*	1126	1145	1200	1220	----	1:10
5	9:10	9:38	9:55	1020	1046	1118	1128	1140	1156	1215	1230	1250	1:08	
9		1008	1025	1050	1116	1148	1158	1210*	1226	1245	1:00	1:20	----	2:07
3	1010	1038	1055	1120	1146	1218	1228	1240*	1256	1:15	1:30	1:50	2:08	
7		1108	1125	1150	1216	1248	1258	1:10*	1:26	1:45	2:00	2:20	----	3:07
13	1110	1138	1155	1220	1246	1:18	1:28	1:40*	1:56	2:15	2:30	2:50	3:05	

* CHANGE OF OPERATORS BETWEEN TIME POINTS
X TRIP ENDS

40. If your last class at Miami-Dade, North Campus, ran from 11:00 to 11:50 A.M. and you lived near N.W. 14 Street and 12 Avenue, what would be the earliest that you would reach your stop, according to this schedule?

a. 12:10

b. 12:26

c. 12:56

d. 1:15

APPENDIX I

FUNCTIONAL LITERACY TEST
CLASS STATISTICS

NUMBER OF QUESTIONS	40
NUMBER OF TESTS GRADED	284
HIGH-SCORE	40
LOW-SCORE	4
RANGE IN SCORES	37
MEDIAN SCORE	29.0
MEAN SCORE	27.567
STANDARD DEVIATION	7829
SUM OF SQUARED SCORES	228027
KUDER RICHARDSON RELIABILITY	.82
STANDARD ERROR OF MEASUREMENT	2.69

FUNCTIONAL LITERACY TEST

CLASS ITEM ANALYSIS

PERCENT AND NUMBER OF STUDENTS CHOOSING EACH OPTION

ITEM	BLANKS		1		2		3		4		5		POINT-BISERIAL CORRELATION
	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	
1.	0	0	7	19	12	35	77	220*	4	10	0	0	.325
2.	0	0	76	216*	11	32	8	23	4	12	0	1	.377
3.	0	1	3	9	73	208*	18	50	6	16	0	0	.150
4.	0	0	8	24	3	9	85	240*	4	11	0	0	.413
5.	0	1	84	239*	6	18	1	3	7	19	1	4	.464
6.	1	4	4	12	78	221*	4	10	12	34	1	3	.362
7.	1	4	5	15	10	28	81	229*	2	7	0	0	.397
8.	0	0	1	3	84	238*	7	20	5	15	2	5	.421
9.	0	1	0	1	92	262*	1	3	5	14	1	3	.434
10.	0	0	80	226*	6	16	10	28	4	10	1	4	.519
11.	1	2	25	72	5	13	15	42	52	149*	2	6	.425
12.	1	2	52	147*	9	25	16	46	21	59	2	5	.472
13.	1	3	11	32	35	98	2	5	48	136*	4	10	.292
14.	0	0	0	1	4	12	3	8	89	252*	4	11	.402
15.	0	1	1	2	5	15	63	180*	29	82	1	4	.325
16.	0	1	90	257*	3	8	0	1	5	13	1	3	.331
17.	1	2	2	5	93	265*	3	8	1	3	0	1	.244
18.	0	1	56	159*	3	9	24	68	16	46	0	1	.290
19.	2	5	10	27	10	29	61	172*	17	48	1	3	.386
20.	2	6	33	93*	10	29	11	31	42	119	2	6	.060

ITEM	BLANKS		1		2		3		4		5		
	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	CORRELATION
21.	1	3	9	26	32	90	51	145*	7	20	0	0	.412
22.	1	4	1	2	14	40	80	228*	3	8	0	1	.396
23.	1	2	6	18	5	14	84	238*	3	9	1	3	.323
24.	1	3	35	99	7	19	5	13	50	142*	3	8	.358
25.	1	4	8	23	8	22	7	19	71	201*	5	15	.516
26.	1	3	10	29	84	238*	3	9	1	4	0	1	.414
✓ 27.	1	4	1	4	4	10	87	248*	6	17	0	1	.340
28.	2	5	3	8	2	6	23	66	67	189*	3	9	.518
29.	2	6	72	204*	14	39	7	19	5	15	0	1	.524
30.	2	7	3	8	86	244*	4	12	4	11	1	2	.393
31.	3	8	6	17	5	13	81	230*	5	13	1	3	.521
32.	3	9	3	8	7	19	0	1	85	240*	2	7	.454
33.	4	12	4	12	15	43	4	11	70	199*	2	7	.552
34.	7	20	53	151*	23	64	13	37	4	10	1	2	.383
35.	6	18	21	59	43	122*	26	75	4	10	0	0	.219
36.	9	25	11	31	57	163*	15	44	7	19	1	2	.315
37.	10	27	17	48	8	22	7	20	57	163*	1	1	.563
38.	10	29	53	151*	13	37	15	42	9	25	0	0	.477
39.	10	28	43	122*	12	35	9	25	24	69	2	5	.313
40.	12	34	7	20	43	121	36	102*	2	7	0	0	.326

FUNCTIONAL LITERACY TEST

CLASS DISTRIBUTION

OBTAINED SCORE	FREQUENCY	CUM-FREQ	PERCENTILE	T-SCORE
4	1	0	1	14.05
9	1	1	1	21.68
11	1	2	1	24.73
12	5	3	2	26.25
13	3	8	3	27.78
14	5	11	5	29.30
15	5	16	7	30.83
16	2	21	8	32.35
17	4	23	9	33.88
18	3	27	10	35.40
19	6	30	12	36.93
20	5	36	14	38.45
21	10	41	16	39.98
22	8	51	19	41.50
23	9	59	22	43.03
24	11	68	26	44.56
25	9	79	29	46.08
26	20	88	35	47.61
27	13	108	40	49.13
28	17	121	46	50.66
29	15	138	51	52.18
30	16	153	57	53.71
31	24	169	64	55.23
32	21	193	72	56.76
33	20	214	79	58.28
34	17	234	85	59.81
35	12	251	90	61.33
36	10	263	94	62.86
37	6	273	97	64.38
38	3	279	99	65.91
39	1	282	99	67.43
40	1	283	99	68.96

APPENDIX J

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701 · 512/476-6861

28 April 77

Dear Louise:

My apologies for waiting so long to reply to your letter of 12 April. I have been juggling five proposals, all of which had the same due date, so I must admit that I put your request in the "unanswered correspondence" file and didn't remember that I had not replied until this morning. I hope my comments reach you in time to be of some use.

I am very happy that you are doing your dissertation in the area of functional literacy. I find that the community of scholars who have an interest in this area is still quite small but growing.

I believe that your functional literacy test is very good--as a matter of fact, your items look better than some of the ones it took us several years and not a few dollars to develop. I think you are going to obtain some fascinating data.

Regarding your question concerning the determination of an acceptable criterion for functional literacy--I can't give you any absolute rules on this matter, but let me make some suggestions. I assume that the test will be used primarily as some sort of placement device for incoming Miami-Dade students. Two possibilities occur to me:

1. Test a sample of students with both your test and ACT's adult version of the APL survey. Develop a simple linear regression equation which uses your test as a predictor of scores on the ACT test. Choose a cutoff score on your test which yields a predicted ACT "Above Average" category. A person meeting this criterion will have a score which is comparable to the top twenty-five percent of the norm group of Adult Basic Education students across the country. There is a lot of evidence that this group is at least minimally competent.

2. Since you indicate that you are going to be looking at the relationship of your test scores to composition grades, you probably have already considered using these as a criterion. In this case, you have already (or will by the time your study is complete) collected the required information. You could simply develop a regression equation which will predict composition scores (grades) on the basis of the students' functional literacy test scores. A functional literacy test score which is associated with an unacceptable composition grade would becategorized as "incompetent."

Again, I apologize for the delay. I would very much appreciate your keeping me apprised of your findings. If I can be of any assistance at all, please call me at 512-476-6861 X 212.

Norvell

Norvell Northcutt

ACT Educational Programs and Services

May 3, 1977

Ms. Louise Skellings
English Department
Miami-Dade Community College
North Campus, 11380 NW 27th Avenue
Miami, Florida 33167

Dear Ms. Skellings:

Thank you for forwarding me a copy of the competency-based functional literacy assessment you have developed for Miami-Dade Community College students. I am glad to know the APL materials we forwarded you at an earlier date were helpful in the preparation of this document and your study at Nova University.

In the sincerity in which you asked me to comment on your instrument, I asked one of my collegues in the Research and Development Division who is more expert on test development than I to review your functional literacy test. Thus I am sharing with you his detailed and candid review of your instrument. This is provided you in the hope that it will assist you with the necessary review and revision of your instrument as it relates to your work at Nova University.

If I may be of further assistance, please feel free to contact me. With best success in the completion of your program at Nova.

Sincerely,

Thomas W. Mann

Thomas W. Mann
Director, APL Program

Enclosure

THE AMERICAN COLLEGE TESTING PROGRAM National Office • 2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52240 Phone (319) 356-3711

ACTMEMO

TO: Tom Mann

FROM:

DATE: April 26, 1977

RE: Attached and Your Memo of April 18 on Same

The purpose of the attached Functional Literacy Test is not clear to me. If it is intended to measure competence in dealing with academic life, then most items are not relevant. If it is a measure of general functional competence, then items 1-12 are irrelevant. If the entire test were like items 1-6, then it would be an excellent device for measuring individual's ability to deal with the community college as an institution. Such a measure would have great significance in an orientation or counseling program.

The mix of items is something of a nondescript amalgam. There are two Occupational Knowledge items, a lot of Consumer Economics and Community Resources (if you count the college items) items, no Government and Law to speak of, and a few Health items. Several items don't fit any APL objectives but that is not to say they aren't good functional literacy items.

In response to specific items, I have the following observations:

1-6	Miami-Dade specific; pretty good college survival items in general
7-12	Still academic but not M-D specific; mixed quality academic achievement type items
13	Good CE-4A-R item
14-16	Not too bad; typical APL type check cashing items
17-18	Look a lot like Texas CR items
19-20	Stimulus material is very confusing; the three parts should be separated and each clearly labelled. As is, it is very difficult to follow
21-23	Baking bread; cute but not exactly relevant
24-25	Very much like existing insurance and lease items in Survey and CE CAM's; not bad, though
26	Very good H-4D-R item; wish I'd thought of it!
27	Pretty good CE-4C item
28-29	Pretty good OK-2A items - very similar to same in Survey
30-32	30 and 31 completely trivial application of grocery store newspaper ads; 32 is OK, though
33-38	Too much stimulus material and none of it very clear; requires flipping back and forth through four pages of the booklet
39	Good CR-4B item--better than existing in CR CAM's

40 Good bus schedule item though probably not necessary to have two CR-4B items in same 40-item test

The directions and example are clear enough. If Ms. Skellings can focus her attention on just one of the two or three directions the test seems to be going, the test could be a very good one.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES